TIP

THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

Wendy S. Becker, Editor
The Industrial-Organizational Psychologist
Shippensburg University
John L. Grove College of Business
1871 Old Main Drive
Shippensburg, PA 17257-2299
Phone: 717-477-1439
Fax: 717-477-4068
E-mail: wbecker@siop.org

Editorial Board:
Judith S. Blanton
Stuart Carr
Scott Cassidy
Lily Cushenbery
Marcus Dickson
Eric Dunleavy
Joshua Fairchild
Tomas Giberson
Patricia Grabarek
Arthur Gutman
Scott Highhouse
Rachel Hoult
Jamie Madigan
David Pollack
Sylvia G. Roch
Anna L. Sackett
Katina Sawyer
Shin-I-Shih
Rob Silzer
Amie Skattebo
Lori Foster Thompson
Christian Thoroughgood
Michael Zickar

The Industrial-Organizational Psychologist (TIP) is an official publication of the Society for Industrial and Organizational Psychology, Inc. Circulation is approximately 6,500, which includes the membership of the Society (professional and student), public and corporate libraries, and individual subscribers. *The Industrial-Organizational Psychologist, TIP* (ISSN 0739–1110, USPS#014–838), is published quarterly by the Society for Industrial and Organizational Psychology, Inc., 440 East Poe Road, Suite 101, Bowling Green, OH 43402-1355.

Opinions expressed are those of the writers and do not necessarily reflect the official position of the Society for Industrial and Organizational Psychology, the American Psychological Association, or the Association for Psychological Sciences, unless so stated.

Mission Statement: *The Industrial-Organizational Psychologist (TIP)* is an official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association and an Organizational Affiliate of the American Psychological Society. The purpose of *TIP* is to provide news, reports, and noncommercial information related to the fundamental practice, science, and teaching issues in industrial and organizational psychology.

Article deadlines for each issue: July issue—May 1; October issue—Aug. 1; January issue—Nov. 1; April issue—Feb. 1

Advertising and positions available: Advertisements ranging from one-half to two pages and Position Available announcements may be arranged through the SIOP Administrative Office. Deadlines for the placement of ads and announcements conform to the article deadlines printed on this page. Details and rate information are shown on the last page of this issue. For further information or ad placement, contact the **SIOP Administrative Office**.

Subscriptions and address changes: Subscriptions begin with the July issue and are payable in U.S. funds. Membership inquiries, address changes, advertising placements, and other business items should be directed to **SIOP Administrative Office, 440 East Poe Road, Suite 101, Bowling Green OH 43402-1355. Phone 419-353-0032, fax 419-352-2645, e-mail siop@siop.org.**

Subscription rates: Subscription cost for SIOP members $15.00, included in annual dues. $25.00 for individuals, $35.00 for institutions. Periodicals postage paid at Bowling Green OH and at additional mailing offices. POSTMASTER, send address changes to *The Industrial-Organizational Psychologist TIP,* SIOP Administrative Office, 440 East Poe Road, Suite 101, Bowling Green, OH 43402-1355. Undelivered copies resulting from address changes will not be replaced; subscribers should notify SIOP of their new address.

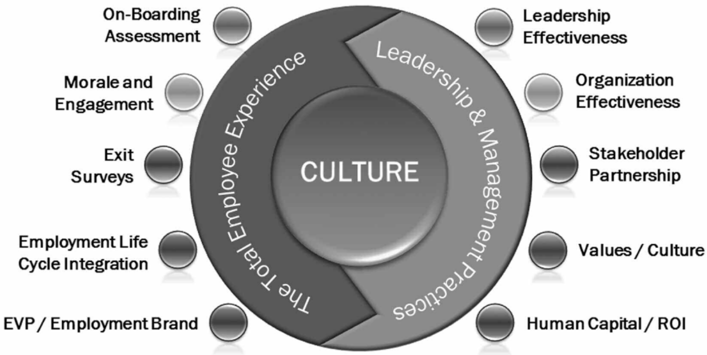
See *TIP* and SIOP online at www.siop.org

Copyright ©2010 by the Society for Industrial and Organizational Psychology, Inc.

SIROTA
Survey Intelligence®

Since 1972,
Sirota has been 100% focused on
Employee Survey Research and Action.

Our focus includes:


On-Boarding Assessment
Morale and Engagement
Exit Surveys
Employment Life Cycle Integration
EVP / Employment Brand
The Total Employee Experience
CULTURE
Leadership & Management Practices
Leadership Effectiveness
Organization Effectiveness
Stakeholder Partnership
Values / Culture
Human Capital / ROI

We seek to help our clients improve key business outcomes using time-tested, research-verified Partnership principles; Stakeholder feedback; and Systematic action support and technology.

Please visit our web-site (**www.sirota.com**) to learn more about our Engagement model, client success, topical white papers/press releases and breakthrough research on the employee survey process and benchmarks.

RAMSAY CORPORATION

Off-The-Shelf Maintenance Tests

Comments by Tom Ramsay

We would like to introduce several of our off-the-shelf tests for use in pre-employment hiring or skills development of Maintenance employees:

TEST TITLE	**JOB TITLE**	**NO. OF ITEMS**	**N**	**MEAN**	**S.D.**	**KR_{20}**
MecTest	Mechanic	60	696	41.35	9.46	.89
ElecTest	Industrial Electrician	60	276	37.24	9.10	.87
WeldTest	Welder	60	38	48.11	9.42	.92
ElectronTest	Electronics Technician	60	209	32.89	11.78	.92
Air Conditioning Specialist	Air Conditioning Mechanic	60	372	28.94	8.27	.82
Instrument Technician	Instrument Mechanic	60	50	38.80	11.22	.92
Machinist	Machinist	60	126	29.70	8.53	.83
PipeTest	Pipefitter	60	40	32.58	9.97	.90
PLC Test	Electronics Technician	50	39	21.08	6.43	.79
Multi-CrafTest	Maintenance Mechanic	60	587	36.53	10.31	.89

For more information or to discuss use of our tests
for your organization, contact us.

RAMSAY CORPORATION
1050 Boyce Road • Pittsburgh, PA 15241-3907
(412) 257-0732 • FAX (412) 257-9929
email: tramsay@ramsaycorp.com
website: http://www.ramsaycorp.com

TIP
THE INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGIST

VOLUME 47/NUMBER 3 JANUARY 2010

FEATURED ARTICLES

7 A Message From Your President
Kurt Kraiger

11 A Guide for I-O Students (and Faculty) About Licensure
M. Peter Scontrino, Greg Gormanous, and Judith S. Blanton

17 Integrated Organizational Performance Management
Chris McGrath

21 “Don’t Sleep in Class!” and Other Student Advice
Wendi Everton

EDITORIAL DEPARTMENTS

26 From the Editor
Wendy S. Becker

28 Letters to Editor

33 The History Corner: *Remembering Senator Kennedy and His Attempts to Improve Work Satisfaction Among U.S. Workers*
Michael J. Zickar

37 On The Legal Front: Lewis v. City of Chicago: *What Is a Timely Claim of Disparate Impact?*
Eric Dunleavy and Art Gutman

48 The Academics’ Forum: *Focus on Undergraduate Education: A Fulfilling Academic Career*
Sylvia Roch

53 Max. Classroom Capacity
Marcus W. Dickson

57 Practitioner Perspectives: *Practitioner Cohort Differences: Different Career Stages or Changing Views?*
Rob Silzer, Anna Erickson, and Rich Cober

72 Practitioners' Forum
Judith S. Blanton

81 Spotlight on Global I-O: *Industrial and Organizational Psychology in South Korea*
Sunhee Lee

87 Foundation Spotlight
Milton Hakel

93 Pro-Social I-O–Quo Vadis? *The Micro-Foundations of Responsible Management*
Stuart Carr

97 Good Science–Good Practice
Jamie Madigan and Tom Giberson

105 TIP-TOPics for Students: *Practicing Science: The Penn State Leadership Assessment Center*
Patricia Ewa Grabarek

NEWS AND REPORTS

111 SIOP's 25th Conference in Atlanta: Welcome From the Conference Chair
Julie B. Olson-Buchanan

116 SIOP's Program Lineup for the 25th Anniversary Annual Conference
Sara P. Weiner

119 SIOP 2010 Thursday Theme Track: Exploring the Potential and Pitfalls of Virtually Connected Work

121 SIOP 2010 Saturday Theme Track: Reengineering I-O Psychology for the Changing World of Work

122 SIOP 2010 Friday Seminars
Chu-Hsiang (Daisy) Chang

123 SIOP 2010 Communities of Interest Sessions
Linda Shanock

123 SIOP 2010 Preconference Workshops: Wednesday, April 7
Robin Cohen

127 Highhouse Named Ohio Eminent Scholar

129 "We Have Concluded That It Is Appropriate for You to Use the Term 'Psychologist' Provided ..."
Romella J. McNeil

130 Report From the APA Council of Representatives, August 2009
Deirdre J. Knapp

132 A Colorado Consortium
Stephany Schings

136 SIOP Members in the News
Clif Boutelle

141 IOTAS
Anna L. Sackett

142 Announcing New SIOP Members
Adrienne Colella

148 CONFERENCES AND MEETINGS

150 CALLS & ANNOUNCEMENTS

154 POSITIONS AVAILABLE

157 INFORMATION FOR CONTRIBUTORS

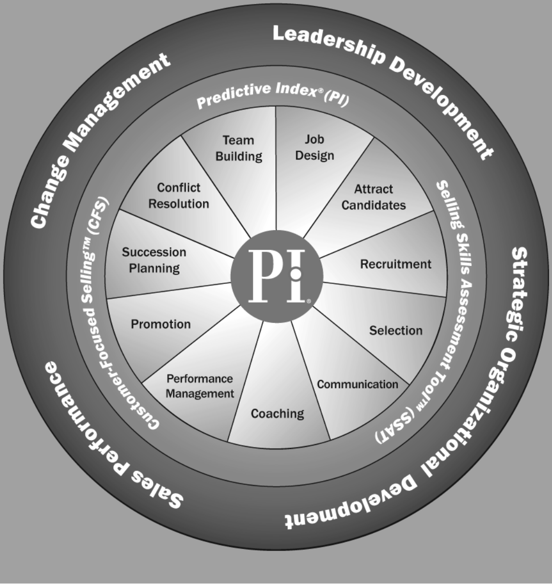
158 SIOP OFFICERS AND COMMITTEE CHAIRS

159 STATEMENT OF OWNERSHIP

160 ADVERTISING INFORMATION

Cover: Ohio ice storm, December 2008.
Photo courtesy of Jen Baker, SIOP Publications Manager.

DRIVING BUSINESS RESULTS
THROUGH PEOPLE.


Leadership Development
Strategic Organizational Development
Sales Performance
Change Management
Predictive Index® (PI)
Selling Skills Assessment Tool™ (SSAT)
Customer-Focused Selling™ (CFS)
Team Building
Job Design
Attract Candidates
Recruitment
Selection
Communication
Coaching
Performance Management
Promotion
Succession Planning
Conflict Resolution
PI

PI Worldwide®

Solutions For a High Performing Culture.

- Predictive Index®
- Selling Skills Assessment Tool™
- Customer-Focused Selling™

PI Worldwide is a premiere global organization including experts in talent management, leadership development, psychology and business consulting. With a 54 year history, over 7,500 clients in 143 countries — many featured on Fortune's Global 500 — PI Worldwide has the proven methodologies, outstanding business products and industry expertise to help you align performance with your business goals.

For more information visit our
website at: www.PIworldwide.com
or contact us at: 800-832-8884

PI Worldwide
People Smart. Results Driven.®

PI Worldwide, Selling Skills Assessment Tool, Customer-Focused Selling, PI (plus circle design), "*People Smart. Results Driven.*" and Predictive Index are registered trademarks and trademarks of Praendex Incorporated, the parent company of PI Worldwide. © 2009 PI Worldwide. All rights reserved.

A MESSAGE FROM YOUR PRESIDENT

Kurt Kraiger

As I write this, I am just past the halfway mark in my presidency year. I have loved every day of it. I'm fortunate to have an outstanding Executive Board and dedicated committee chairs who have done much of the heavy lifting and kept things moving.

I thought I would take this opportunity to let you know what SIOP has been up to, particularly with respect to my presidential initiatives. Please read on!

Name Change?

Of course, SIOP may or may not be SIOP by the time you read this. The calls for another name change vote actually began in August of 2008, under **Gary Latham's** presidency. Whether you prefer the "Society for Industrial and Organizational Psychology" or "The Society for Organizational Psychology," hopefully you can appreciate the following: (a) There is a sizable number of Society members who prefer a moniker other than "industrial-organizational psychologist"; (b) past efforts to change our Society name have not been perceived as "fair" votes; (c) we went through a very open process of sifting through alternatives to SIOP; and (d) a vote between two alternatives—SIOP and TSOP—should put to rest questions about the Society name that most members prefer. The key moving forward is for our leadership to build upon successful efforts the past few years to increase our visibility and build a stronger brand in the minds of business, the media, the government, and the public. I take pride in moving the name change to a vote (although I am still not certainat this writing of how I am voting!).

Practitioner Initiatives

Again, the roots of much of this work extend back to Gary Latham's term. In 2008, SIOP members **Rob Silzer¸ Anna Erickson, Rich Cober,** and Greg Robinson conducted a Practitioner Needs Survey, the results of which were published in a series of *TIP* articles. That same year, a branding study by a marketing consulting firm identified areas of satisfaction and dissatisfaction among member segments, including practitioners. In late 2008, Gary formed a task force headed by **Ken Pearlman** to review both studies and provide recommendations to the Executive Committee. From those recommendations, a number of actions were taken to improve services to practitioner members. Several of those have taken shape in the past year. One that hasn't is an Early Career Contribution Award for Practitioners, to be awarded annually in conjunction with the existing Early Career Contribution Award (which almost always goes to an academic). In consultation with Awards Committee Chair Anna Erickson, we decided to forego making the first award at the 2010 conference, instead taking the time to be clear on what the criteria should be for this important award. One initiative that is moving forward is a mentoring program for practitioners, under the stewardship of a small committee led by **Mark Poteet**. Details of the program should be announced at the spring conference. Another initiative is the development of a "practice Wiki," which I describe below.

Alliance for Organizational Psychology

At the 2009 Closing Plenary, I announced three personal goals for this year. The first was to continue to support the newly formed Alliance for Organizational Psychology (consisting of SIOP, EAWOP, and IAAP-Division 1). Executive Board Officer **Donald Truxillo,** International Affairs Committee Chair **Alex Alonso,** and others proposed two "research incubators" to be unveiled at this spring's conference. The research incubators are much like roundtables held at past conferences but have the specific goal of bringing together researchers interested in the same topic from around the globe. This year's topics are applicant reactions and strategic performance management. Thus, for example, if you were working on a scale of applicant reactions and wanted to validate it cross culturally, this would be an opportunity to find collaborators to help you do just that. I am currently working with organizers of the International Congress of Applied Psychology to have one or two of these or similar sessions placed on the program for next summer's program in Melbourne.

SIOP Advocacy

A second major goal was to make SIOP "louder." One of SIOP's four strategic initiatives is to become the advocate and champion of I-O psychology to policy makers. This includes ongoing efforts to monitor and influence policy and legislation affecting human behavior at work. So far this year, I've written letters to California Governor Arnold Schwarzenegger (arguing against the elimination of the California Board of Psychology, which would put state I-O psychology practitioners under the oversight of a generic mental health board), the National Security Personnel System Task Force (arguing for the inclusion of I-O research on pay-for-performance in deliberations of suspending/continuing the Department of Defense's pay-for-performance system), the chair and ranking member of the key congressional committee putting forth a controversial bill that would revamp federal hiring programs (and potentially discard hundreds of validated selection tests), and a letter to President Obama offering to meet with him on one of my DC trips. When my wife asked, "Why would he want to meet with you?," I responded, "Why wouldn't he?" As I noted in my letter, as I-O psychologists we hold expertise in a number of areas extremely relevant to everyday work life, as well as many initiatives for national and government reform. Among these areas are job satisfaction and engagement of workers, leadership and leadership development, worker productivity, training, corporate ethics, and workplace diversity. Unfortunately, tossing back a few brewskis with the president never materialized as he was busy accepting a Nobel Peace Prize. However, I did make an eventful trip to Washington in December where I met with the APA President-Elect Carol Goodheart, Federation of Associations for Brain & Behavioral Sciences (FABBS) Executive Director Paula Skedsvold, and several SHRM executives. FABBS played a key role in connecting us with key stakeholders in the pay-for-performance and hiring reform issues, and will play an increasingly important role in our future advocacy efforts.

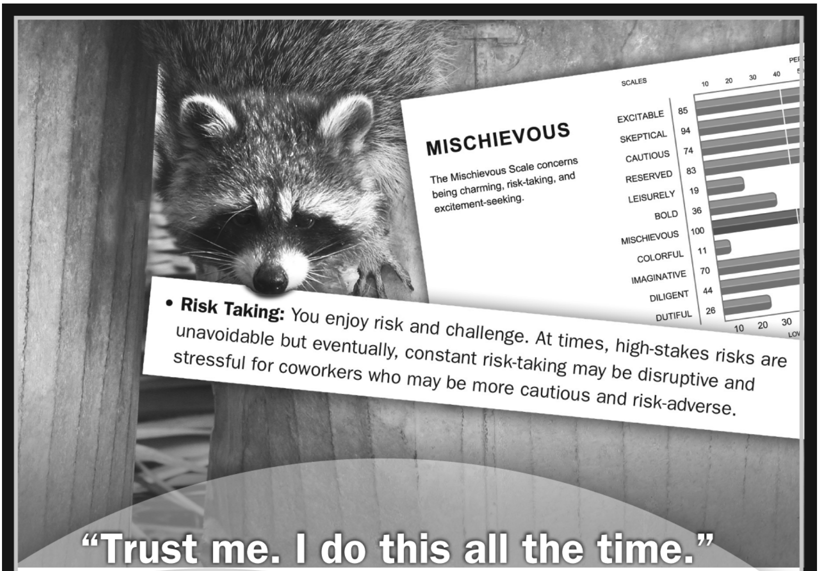
Effective advocacy cannot be a one person job, and I've also learned that things happen fast in Washington, and we need to be prepared with answers before the questions are asked. I'm currently reviewing final recommendations from a task force led by **Janet Barnes-Farrell** and including board member **Doug Reynolds** and APA Council Representive **Deirdre Knapp** on ways of institutionalizing advocacy into the business of SIOP and making us even more effective moving forward.

I-O Psychology at Your Fingertips

My third and final goal is to create an online resource, the aforementioned practice wiki, that helps members in their everyday jobs. Initial efforts have been directed towards practitioners, but later efforts will focus on academics. What I envision is an online wiki format that contains resources populated for practitioners for practitioners. These could include tagged and easily-accessed material from past conferences and leading edge consortiums, as well as other useful nonproprietary information such as business plans, business proposals, ice breakers, surveys, evaluation forms, and so on. There may also be interactive platforms for members to pose questions and get information, or search for collaborators (from practice, academic, and student settings). We are also working on several plans to provide access to updated short journal article reviews, as access to professional journals are becoming increasingly difficult for individuals without a university affiliation. The Electronic Communication Committee, led by **Ted Hayes**, has been working on a prototype, and we hope to role this out by the spring conference.

Spring Conference

Have I mentioned the spring conference? Repeatedly? Are you going to the spring conference? This will be an exciting year for SIOP, our 25th anniversary! There are a lot of special events and presentations planned, another incredible program. Consider registering for the preconference workshops. Hotel room rates are low, making it easy to stay an extra night, and the workshops are also competitively priced. Many of the topics are very timely: global HR, integrating social networks into HR, Internet testing, and learning agility in an uncertain environment. And, if all of that is not enough to entice you, if you were at last year's closing plenary, you know I joked about instituting SIOP bobblehead night. Well, guess what? I'm working on that right now. See you in Atlanta!


SCALES
EXCITABLE 85
SKEPTICAL 94
CAUTIOUS 74
RESERVED 83
LEISURELY 19
BOLD 36
MISCHIEVOUS 100
COLORFUL 11
IMAGINATIVE 70
DILIGENT 44
DUTIFUL 26
10 20 30 40
10 20 30
“Trust me. I do this all the time.”

MISCHIEVOUS

The Mischievous Scale concerns being charming, risk-taking, and excitement-seeking.

- **Risk Taking:** You enjoy risk and challenge. At times, high-stakes risks are unavoidable but eventually, constant risk-taking may be disruptive and stressful for coworkers who may be more cautious and risk-adverse.

Every leader has personality characteristics that threaten his or her success. The Hogan Development Survey is the only business-related assessment that measures performance risks that impede work relationships, hinder productivity and limit overall career potential. The HDS provides valuable feedback for strategic self-awareness, which is the key to overcoming these tendencies and achieving success in the workplace. Hogan has the tools to help your employees make good decisions.

HOGAN®

THE SCIENCE OF PERSONALITY®

HOGANASSESSMENTS.COM | 800.756.0632

A Guide for I-O Students (and Faculty) About Licensure

M. Peter Scontrino and Greg Gormanous
Co-Chairs, SIOP State Affairs Committee

Judith S. Blanton
Past Chair, SIOP State Affairs Committee

Background

One goal of your State Affairs Committee is to foster better ties between licensing boards and I-O psychologists. Scontrino and Gormanous interpolate this goal as eliminating unnecessary hurdles for I-O people who are interested in or are required to obtain a license in order to practice psychology legally.

In order to protect the public from harm, jurisdictions license and regulate many professions including lawyers, optometrist, accountants, architects, and psychologists. Each state or province has its own legislation regarding licensure. This is done at the state or provincial level, not at the national level. The American Psychological Association (APA) is finalizing a Model Licensing Act that jurisdictions are urged to adopt. However this model act is a recommendation and not a mandate. This model act is currently being revised (in ways that we believe will be beneficial to I-O and other general applied psychologists who do not work in the clinical area). The new act is not scheduled for completion until spring of 2010, and there is no guarantee that a specific jurisdiction will accept any or all of the new Model Act.

The Association of State and Provincial Psychology Boards (ASPPB) is the alliance of licensing boards in the United States and Canada. The ASPPB acknowledges that there is much variability and complexity across jurisdictions. However, they are attempting to forge more consistency throughout North America. For example, the theme of the most recent annual meeting is "Bridging the Divide Across Jurisdictions." Nevertheless, there is a great deal of confusion and misinformation about laws and regulations, particularly for psychologists who are nonhealth providers. Although we will provide some general information here, **you must contact your own jurisdiction to guarantee that you understand the requirements of your own state or province.** Contact information for each jurisdiction can be found at the following sites:

- www.siop.org/licensure/licensure.aspx
- www.ASPPB.net
- Web sites for boards of psychology in each state or province

Why Be Licensed?

1. A psychology license is required by law in most states and provinces in order to call yourself a psychologist or to practice psychology.

2. There are many exceptions and variations but very few states exempt I-O psychology.

3. Being licensed can increase credibility with the public.

4. Being licensed provides your clients with the opportunity to claim privilege and, thus, allows you to guarantee confidentiality under the law. Nonlicensed individuals with psychology degrees can tell clients that they will preserve confidentiality, but they have no legal basis to do so. Although anyone, licensed or not, can have records subpoenaed or be forced to testify, being a licensed psychologist makes it less likely and more difficult for someone to gain access to your records.

5. Being licensed can protect you. (If challenged legally, you can cite your license as an indicator of your expertise. You may have access to liability insurance that nonlicensed people do not have available to them.)

6. Being licensed can serve as an additional marketing tool for branding and selling your practice.

7. A psychology license helps promote your professional identity as a psychologist.

8. As pointed out by the 1993 SIOP Task Force on licensure, “Industrial and Organizational Psychologists, as citizens, obey the laws in the states in which they live and work” (*TIP*, 1996, July).

9. As Lowman (2006) points out, Principle C: “Integrity (*Ethical Principles of Psychologists and Code of Conduct*, 2006) is relevant with respect to accuracy and honesty concerning not following the law by practicing psychology without a license. However, the code and standards do not specify that violating the licensing law is an ethical violation.”

Question: Do *You* Need to Be Licensed?

Answer: It depends.

Currently, in most jurisdictions, you *must* be licensed in order to call yourself a psychologist. Many jurisdictions also require licensure for those who do work “of a psychological nature.” However, the definitions of psychological practice vary greatly. A small number of states specify an exemption for I-O psychologists. Some of these exemptions are limited to the sort of work that the I-O person does. For example, in Delaware, the work must not involve the direct practice of psychology to individuals or groups as the beneficiaries.

In a small number of states, a psychology license is limited to areas such as clinical, counseling, and healthcare psychology.

Typically, jurisdictions give exemptions for those who are full-time academics, who are employed full time by an organization, or who work in government agencies. However, if university professors or others have a part-time consulting practice in which they hold themselves out to be psychologists or offer psychological services included in the scope of practice definition, the law typically requires them to be licensed. Many I-O psychologists practice as management consultants or use another title rather than use the title of psychologist. You must check your own jurisdiction’s laws and regulations to determine the necessity for licensure in your own state or province.

What Are the Requirements for Licensure for I-O and Applied Psychologists Who Are Not Health Service Providers?

Generic psychology licensure requirements include what is referred to as the *3 Es: education, examination(s), and experience*. These 3 Es present unique challenges for I-O psychology because requirements are historically based on a healthcare model.

These requirements vary, but there are some general similarities across jurisdictions. We are currently working to modify a number of these but, at present, the information below is typical.

I. Education: Academic Programs

In general, having a doctoral degree in some form of “psychology” from a regionally accredited school is sufficient. Some states require that the degree must be from a program accredited by APA, a program “designated” as a psychology program by the ASPPB/National Register, or “the equivalent.” Because APA only accredits school, clinical, and counseling programs, I-O programs cannot meet accreditation criteria. Thus candidates for licensure in those jurisdictions face an additional need to document their training by providing transcripts or other documentation to demonstrate that their program was “equivalent.”

A small (and increasing number) of I-O programs have opted to have their program “designated” by the ASPPB/National Register. This involves a paper review (no site visit) of the program’s curriculum and faculty. The designation program is much less intrusive and less cumbersome than APA’s accreditation process.

Students applying for licensure from these programs usually have their academic credentials routinely approved. If your program is not currently “designated,” you might want to encourage your department head to explore this option because it is of great benefit to their doctoral graduates.

In order to qualify for the ASPPB/National Register designation, the program must include coursework content in core areas of general psychology. Most I-O programs meet this requirement easily with the possible exception of a class in “biological basis of behavior” (although this is broadly interpreted). Students who must prove their individual “equivalence” are typically required to have these specific courses as well. In many cases, a formal list of course areas is noted in the regulations. If your program does not offer such courses, you might be able to take them in another department of your institution to assure you can be licensed. If, after review, your jurisdiction determines that you lack a specific course, you may be able to take that course postdoctorally. A few states also require additional special course requirements, such as “human sexuality,” that can usually be taken as a weekend program.

II. Experience: Supervision

Typically, jurisdictions require 1 or 2 years of supervised experience in order to become licensed. In most states the full requirement is about 3,000 hours of "supervised experience." Generally people are able to get around 1,500 hours per year. Those who graduate from APA programs typically have formal internships that meet half of these requirements prior to completing their degree. However I-O doctoral graduates do not graduate from APA-approved programs. Recently, a number of states have approved the ability of students to accrue all of their supervision hours prior to graduation. Graduates from non-APA programs that do not have formal APA-approved internships (such as I-O students) may need to acquire all their hours postdoctorally. One complication for I-O graduates is that there are few licensed psychologists who can provide the kind of postdoctoral supervision that most jurisdictions require. A few states have provided greater flexibility in the supervision requirements for I-O or other nonhealth service psychologists, and SIOP is supporting greater flexibility in this area. In most states, formal paperwork must be filed in order to have the experience count as acceptable hours. If you are interested in being licensed, you should check with the licensing board in the state(s) in which you want to practice. You may also want to talk to your current supervisor or faculty member so that your hours are being appropriately supervised and that those hours will likely count toward licensure.

III. Examination(s): The EPPP (Examination for Professional Practice in Psychology)

All jurisdictions have agreed on a single test, the EPPP, which must be passed to obtain licensure. It is given online and is designed to be a "generic" test that has items from many fields of psychology. The test developers typically have at least one I-O psychologist on the committee that develops the test. However most nonclinicians may need to study areas that were not covered in their graduate curriculum (e.g., abnormal psychology, clinical testing, or experimental psychology). There are a number of study courses that can be taken through reading, online, or in person, to prepare for the exam.

Free information on the psychology licensing exam, available from ASPPB, includes *Test Specifications/Summary of EPPP Content Areas/Psychologists' Roles.* ASPPB also makes *Items from Previous Examinations* available to licensure candidates for a fee.

Although I-O people often complain about clinical emphases, it may be of some small comfort to know that clinically trained people complain about the organizational and research areas that are more familiar to I-O examinees. That is, healthcare psychologists typically complain the EPPP contains too many I-O items whereas I-O psychologists typically complain that the exam contains too many clinical items. The fact is that the exam is generic, and the items are actually based on test specifications derived from a practice analysis (currently under revision), which includes I-O psychology.

Orals, jurisprudence, and other complementary tests. Most states or provinces require a jurisprudence or oral exam (or both) in addition to the EPPP. The jurisprudence exam covers laws and regulations of that jurisdiction and general ethics issues. Oral exams provide case studies to which the candidate must respond to issues raised.

Moving to Another State or Practicing Across State Lines

Because each jurisdiction has its own regulations, cross-state practice can be difficult. There are, however, efforts to make this easier. If you are licensed in another state, most jurisdictions allow you to practice in their jurisdiction for a limited amount of time. This varies greatly. The most common time is 30 days, but it can range from zero days to 90 days, depending on the state. The Association of State and Provincial Boards of Psychology has created an Interjurisdictional Practice Certificate that is designed to ease the process of serving clients in multiple jurisdictions.

If you have questions about licensure, please contact Greg Gormanous at gg@Lsua.edu or Peter Scontrino mpeterscontrino@aol.com, co-chairs of the State Affairs Committee.

References and Resources

Campion, M. (1996). SIOP's policy on licensure. *The Industrial-Organizational Psychologist, 34*(1), 16–21.

Fisher, C. B. (2009). *Decoding the ethics code: A practical guide for psychologists* (2nd ed.). Thousand Oaks, CA: Sage Publications.

Lowman, R. (Ed.). (2006). *The ethical practice of psychology in organizations* (2nd ed.). Washington, DC: American Psychological Association; Bowling Green, OH: Society for Industrial and Organizational Psychology.

Vaughn, T. (Ed.). (2006). P*sychology licensure and certification: What students need to know.* Washington, DC: American Psychological Association.

How does *your* assessment provider measure up?

IPAT recently commissioned an independent research company to survey both existing IPAT customers and non-customers, primarily to get feedback on our flagship personality assessment, the 16PF® Questionnaire, but also to understand how IPAT is viewed as an assessment provider. Here's a snapshot of what these two groups had to say:

- ***Test Validity, Reputation***, and ***Quality of Customer Service*** top the list of reasons customers keep coming back.
- ***Ease of Administration*** and ***Quality and Variety of Reports*** are close seconds.

16pf®

Interestingly, as customers were telling the survey interviewers about their top report needs, IPAT was putting the final touches on two new 16PF reports that directly addressed their requirements!

- The **16PF Competency Report** provides personality insights into person-job-fit, in the language of business. The report can be customized, using any combination of off-the-shelf competencies and those you identify as critical for success in your organization.
- Our new **16PF Practitioner Report** delivers actionable information, including potential strengths and limitations, feedback prompts, and a shareable summary for both the employee and manager.

If your assessment provider doesn't measure up, give us a call. We've been around for over 60 years – let us show you why.

ipat
an opp company
800 225 4728
www.ipat.com
custserv@ipat.com

Integrated Organizational Performance Management

Chris McGrath
H2 Performance Consulting

Abstract: I-O psychologists not familiar with integrated organizational performance management (IOPM) often think it is a process focusing on individual performance improvement and appraisal within an organization. In fact, although it does deal with individual performance, it actually focuses on the organization as a whole and the management integration of all performance-related processes. Due to its management focus, consultants working in this area often are business-degreed experts as opposed to I-O psychologists. This article provides a brief overview of what IOPM is and what the general process entails, with an aim to encouraging more I-O psychologists to get involved with this very important area of consulting.

When the subject of organizational performance management is brought up in conversation with my SIOP colleagues, the expected context usually revolves around employee appraisal systems. As a performance management consultant though, my use of the term includes performance appraisal systems but goes far beyond them.

As a practitioner of integrated organizational performance management (IOPM), my working definition is that it is a process-oriented management system that integrates operational performance horizontally and vertically within an organization, such that all activities support the organization's strategic goals and associated objectives.

Verweire and Berghe (2004) state in the preface to their edited text, *Integrated Performance Management: A Guide to Strategy Implementation,* that "performance management will only deliver sustained success if it is integrated." Integration in this case is defined as "strategically aligned." They go on to add: "Integrated performance management systems should focus on those activities which, if done well, will lead to competitive advantage and long term growth. Thus strategy is a central element for every performance management system."

Unfortunately, the state of strategic planning begs for improvement. A McKinsey survey of worldwide business executives of companies with $500 million or greater in revenues received 796 responses (McKinsey, 2006). Results showed that fewer than half of executives are satisfied with their processes, and although 75% of companies surveyed did have formal strategic planning processes, less than 25% say that it is effective. Only 58% stated that their processes had significant impact on the company's actual executed strategy, and only 56% stated that strategic initiatives were actually tracked in terms of outcome.

The whole arena of IOPM is fertile ground for I-O practitioners, but I feel that it is often shied away from due to the perception that it is an area better off left to the MBAs. In fact, I-Os can be indispensable as facilitators of this process because of the very fact that I-Os do their best to prevent the "people factor" from getting lost in business strategy and tactics. We bring approaches that are critical to consider in strategic planning such as organizational climate, communications assessments, team-building needs, organizational development, training needs, and of course employee rewards and appraisal systems.

Picture a company picnic with departmental or divisional "tug-of-war" teams. It is easy to assume that the team with the biggest team members will always win. However, as both an observer and participant in these types of events, I've found that teams establishing a consistent rhythm to their tugs, pulling in a straight line, and demonstrating the agility to take ground quickly often defeated physically bigger and stronger teams. IOPM is all about getting everyone in the organization to "pull on the rope" in the same direction in a coordinated manner that maximizes results.

What are the basic elements of a good IOPM program? Number 1 is the strategic plan itself, the foundation upon which the process is built. This includes developing or updating standard mission, vision, and values statements; analysis of current and future operational and market environments with a planning horizon of typically 5 years; and the development of activities and timelines to reach the strategic vision at the end of the time horizon. These activities also define annual goals and objectives. Many organizations also develop an annual business or operating plan from the 5-year strategic plan.

It is during the strategic planning phase of IOPM that many I-O psychology core competencies can be brought to bear to answer such questions as:

- Does the current organization climate support the organization's mission, vision, and values?
- Are there intergroup conflicts holding the organization back from top performance?
- How effective are organizational communication processes?
- Do team processes need to be strengthened?
- Will current employee reward and appraisal systems support the strategic direction?
- Is the organization selecting the right people for employment and promotion?
- Will the organization's current investment in training meet future challenges?

These issues are sometimes completely overlooked in the gap analysis phase of standard business strategic planning processes. The power of a strong IOPM program can be evidenced by demonstrating that employee appraisal goals leave no doubt as to how the employee supports the strategic plan in their daily work efforts and annual development activities.

Once the strategic plan and annual operating plan has been drafted, annual goals and objectives need to be measured and reported. This is often the most difficult part of IOPM. Selecting the right metrics is critical to success. Far too often I have seen organizations measure the wrong thing, driving employee behavior in exactly the opposite direction as that desired. Take a purchasing operation for example. It is critically important that purchasing provide the right material and services, at the right time, and at the best possible price. However one of the most common goal measures in a purchasing agent's appraisal is purchasing lead time: the time from when a purchase request is received to the time the request is delivered. If that is made the sole focal goal, as I have seen before, the result is that employees will perform purchases as fast as they can, processing small dollar value noncomplex first, leaving higher dollar value more complex purchases to age, and also commit more ordering errors such as wrong part numbers, wrong units of issue, delivering to inventory before need, and often not getting the best price. The lead-time metric may be the best in the industry, but I guarantee that the purchasing process itself will be broken.

Developing key performance indicators (KPIs) requires close operational analysis and consideration of the results of managing to the values provided. It involves not only selecting the metrics but locating the data to support its calculation, determination of the data gathering process, design of reports and displays, and publication timeframes and media format. Often, limitations associated with these steps dictate key features of the metric chosen, if not the actual metric itself. In measurement, to paraphrase an old adage, you must not only measure the right things but also measure things right. It is also important to establish both leading and lagging indicators for key areas. It's useful when you can not only distinguish the "light at the end of the tunnel" but be able to determine whether it's the goal or an oncoming train.

After KPIs and publication processes have been developed, the organization can pursue the standard Shewhart (1986) process of plan–do–check–act by relying on their KPIs to guide their judgment on how well they are doing in pursuit of their strategic goals and objectives, as well as determining necessary corrective actions and changes in direction as necessary. Although the entire IOPM process is more complex than outlined here, I hope that I have piqued some interest amongst my fellow I-Os to pursue this area of practice. All our organizations—public, private, and nonprofit—are desperate for expertise in this area to help them improve their performance and ultimately achieve their full purpose.

References

McKinsey (2006). Improving strategic planning: A McKinsey survey. *McKinsey Quarterly.* Retrieved from: http://www.mckinseyquarterly.com/Strategy/Strategic_Thinking/Improving_strategic_planning_A_McKinsey_Survey_1819

Shewhart, W. (1986). *Statistical method from the viewpoint of quality control.* Mineola, NY: Dover Publications.

Verweire, K. & Berghe, L. (2004). *Integrated performance management: A guide to strategy implementation* (p. 8). Thousand Oaks, CA: Sage Publications.

HumRRO

The *Human Resources Research Organization* (HumRRO) is pleased to sponsor internship/fellowship opportunities for Industrial-Organizational (I-O) graduate/doctoral students. *

INTERNSHIP

Paid internships are available to graduate students possessing research promise and academic achievement.

Application Deadline: March 1

Meridith P. Crawford

FELLOWSHIP

An award of $12,000 will be made to a doctoral student demonstrating exceptional research capability.

Application Deadline: TBA Spring 2010
(watch website)

For more information & application materials on both,
please visit our website at **www.humrro.org**

HumRRO
66 Canal Center Plaza, Suite 700 • Alexandria, VA 22314

Virginia • Kentucky • California • New Jersey • Minnesota

* or students in closely related fields

“Don’t Sleep in Class!” and Other Student Advice

Wendi Everton
Eastern Connecticut State University

Do you know how well you teach? Your students have an opinion about your teaching effectiveness, and you most likely receive ratings through your institution’s formal student evaluation system. If you are a brave soul, you might seek additional student feedback by checking out the online professor-rating Web sites. Such feedback can help improve classroom skills, but it may be tough to take because it is so personal.

For the past several years I have used an exercise that yields general behavioral feedback about what works and what doesn’t work in the classroom. This information has helped me sharpen my classroom and presentation skills in my undergraduate and graduate I-O courses. It may be useful to you as well.

In the exercise, students generate “critical incidents” of good and bad professor behavior. These are behaviors that they have actually experienced not just stories that they have “heard.” As a group, the class identifies critical dimensions that unite multiple professor behaviors. This technique can be useful for introducing job analysis, and it helps to connect job analysis information to other topics, such as performance appraisal. As an aside, if you are interested in this exercise, you can find more details about it at the SIOP teaching Wiki, along with other I-O-related teaching materials: http://siopwiki.wetpaint.com/.

So far, I have used the exercise in nine classes: seven undergraduate and two graduate. Some of the example behaviors are absurd, but bear in mind that students have actually seen professors do these things. I don’t think that absurd professor behavior is limited to my university. I recall when one of my own undergraduate professors had gum shoot out of his mouth while lecturing. The gum landed in a classmate’s hair. The detangling took some time.

The behaviors generated here illustrate things that we should and should not do. For the purpose of this article I reviewed all nine sets of dimensions generated and looked for common themes across these sets. The two most frequent dimensions (common to eight of the nine classes) were “interpersonal skills” and “presentation skills.” I want to emphasize that students drove the dimension identification; my main role during this part of the exercise was to record their answers and gently facilitate when they got stuck. Given that almost all of the classes developed these two dimensions, these skill sets are obviously important to students.

Table 1 provides the eight most frequently mentioned dimensions that students identified as critical to professor teaching. Examples illustrative of both good and bad behaviors are provided. There is a bit of overlap in that some behaviors may fit into more than one category. This is something we discuss during the class exercise as important to idea generation and analysis, that rating is subjective judgment after all. There may not be “one best way” to organize the behaviors and dimensions. The dimensions with the highest frequency count appear at the top of Table 1.

Whether you are just beginning your first full-time job or are a more seasoned professional, I hope this list helps you think about your classroom skills. If nothing else this list should serve as a gentle reminder of the behaviors that your students value. Certainly it will be easy to avoid the "Don't" list. Some more than others as there are some pretty low-bar examples mentioned!

It may be that these dimensions and behaviors are peculiar to my university and student body, but I don't think so. I see the results as being generally consistent with behavioral findings from the leadership literature. For example, many behaviors would fit into either person orientation ("Do have empathy for students," and "Don't 'hit on' students") or task orientation ("Do engage students in discussions," and "Don't be absent too much").

Teaching is not an easy profession, but the good news is that there is a preliminary list of what to do and what not to do in class. Step 1: Don't sleep in class!

Table 1
Frequently Mentioned Dimensions of Teaching Effectiveness With Behavioral Examples

1. Interpersonal skills (appears on 8 of 9 lists)

Do	Don't
Have empathy for students	Jingle keys while talking with students/lecturing
Smile	Yell in class
Be enthusiastic/upbeat	Punish students for being late
Learn students' names	Snap at students when they ask questions
Be approachable	Display an air of haughtiness

Comment: The key jingler jingled all the time while he lectured. During exams he jingled while walking around the room. He didn't know it, but students called him Santa.

2. Presentation skills (on 8 lists)

Do	Don't
Speak and write clearly	Use a monotone voice/mumble
Use visuals when relevant	Read from a book for the entire class/ read slides verbatim
Use technology when relevant	Repeat the same lecture two class meetings in a row
Give positive reinforcement in class	Eat/chew gum while you lecture
Make eye contact	Sit for the entire class
	Wear a Bluetooth headset during class

Comment: Students nicknamed the Bluetooth headset wearer "The Cyborg." The class had a betting pool on when and if she would answer the phone during class.

Table 1 (continued)

3. Organizational skills (on 7 lists)

Do	Don’t
Provide a syllabus	Ask students to purchase books/materials that are not used
Return tests/papers promptly	
Make expectations known	Lose student work
Stick to syllabus	“Topic hop” during lecture
Have and communicate class goals	Hand back student papers wrinkled, ripped, or stained
	Forget dates, materials, papers

Comment: One student reported that a paper handed in at the term midpoint was handed back at the final exam with wrinkles, rips, AND two types of stains.

4. Subject-matter expert (on 6 lists)

Do	Don’t
Use real-life examples	Use old/outdated materials/examples
Give relevant assignments	Lecture on irrelevant topics
Respond to students’ questions	Teach straight from text without adding to it

Comment: One professor is notorious for teaching only text information. This class is well attended during the first week until the syllabus with the exam dates are handed out. Then only a handful of students regularly attend class, except on exam days.

5. Ethical/appropriate behavior (on 6 lists)

Do	Don’t
Grade fairly/consistently	Allow sexist/racist jokes in class
Give lots of assignments (so grade is not just based on a few exams)	Sell items in class (such as a side business)
	Humiliate students
Behave using appropriate boundaries	Tell students the 1st day of class that there will be no “A” grades
Provide feedback	“Hit on” students
Grade using an anonymous system	

Comment: One professor sold items in class from his own side business; another professor sold her daughter’s fundraising cookies.

Table 1 (continued)

6. Variety of teaching methods (on 5 lists)

Do	Don't
Solicit input from quieter students	Rely on one method only (always lecture or always group activity)
Engage students in discussions	Intimidate students when they speak in class
Point out when students do things well	Talk for the entire class
Use hands-on learning activities	Speed through material
Use individual as well as group projects	Hand back papers without feedback comments

Comment: One professor would often ask questions in class for students to answer. This became a bit of a joke when the professor responded by making a derisive comment every time, no matter what students said. The professor was noticeably perplexed when, by the end of the term, no one would speak in class.

7. Time management skills (on 4 lists)

Do	Don't
Give prompt feedback	Arrive late to class
Show up for class	Cancel classes, especially without prior notice
Return calls/e-mails quickly	Be absent too much
Be available for student questions	Run the class past the ending time

Comment: One professor consistently kept the class past the ending time; students had to zip across campus to another class run by a professor who became irritated when students were late. The students felt squeezed.

8. Professionalism (on 4 lists)

Do	Don't
Maintain professional boundaries	Eat lunch while teaching
Behave in ways that show that you like your students	Wear inappropriate attire
Wear clothes that are clean and neat	Push your own viewpoints/be intolerant of different opinions
	Sleep in class

Comment: Several students had professors who ate in class. I asked if professors were eating a quick snack or a full meal. Students mentioned pizza slices and a full salad with drinks.

The professor who slept in class slept during student presentations. No one dared nudge him awake, and four students presented before the professor woke up. The students were unaware of what grade was given for the presentations with the sleeping professor.

Kenexa®
HR SUCCESS MULTIPLIED

25
Years
should not be taken lightly.

Congratulations to
SIOP for 25 years of success.

www.kenexa.com

FROM THE EDITOR

Wendy S. Becker

We are planning our annual conference for Atlanta next April. This issue of *The Industrial-Organizational Psychologist* has lots of information to help you have the best SIOP conference ever—and it's our 25th anniversary!

Features

In this issue, **Kurt Kraiger** reports on his many activities as SIOP president. Please read Kurt's update on the proposed name change. Kurt also discusses his initiatives for practitioners, including task force progress on developing the criteria for an Early Career Contribution Award for Practitioners. Read also how Kurt is helping make SIOP louder with our important advocacy goal. Finally, our technically-savvy pres is leading the way keeping I-O psychology at our fingertips.

Be sure to read the State Affairs Committee's guide about I-O licensure. **M. Peter Scontrino** and **Greg Gormanous** demystify the licensing process to help us understand how we can minimize the hurdles. **Chris McGrath** describes a process approach to integrating organizational performance management. And **Wendi Everton** walks on the lighter side of teaching evaluations with some evidence (horrors!) of professors who sleep in class.

Editorial Departments

Our columns have lots of good information this issue. **Milt Hakel** kicks off a new column, **Foundation Spotlight**, and provides a history of the Foundation adapted from a memoir by our good friend, Lee Hakel. What a rich history! The new column will highlight the good work of the SIOP Foundation.

Don't 'cha dare miss all of our editorial department regulars. This includes the **History Corner;** this issue **Mike Zickar** remembers Ted Kennedy and his work improving job satisfaction in U.S. workers. **Eric Dunleavy** and **Art Gutman** detail *Lewis v. City of Chicago* in **On the Legal Front.**

Sylvia Roch discusses undergraduate education as a fulfilling career in this issue's **Academics' Forum. Rob Silzer, Anna Erickson,** and **Rich Cober** provide new information on the practitioner survey in **Practioner Perspectives,** and **Judy Blanton** focuses on the growing international practices of our members in the **Practitioners' Forum**. The spotlight is on I-O psychology in South Korea in **Lori Foster Thompson's** column. **Stu Carr** discusses how I-O can intersect with social responsibility in **Pro-Social I-O-Quo Vadis. Marcus Dickson** interviews **Mikki Hebl**, recipient of the Distinguished Contributions in Teaching Award in his column, **Max. Classroom Capacity. Jamie Madigan** and **Tom Giverson** focus on the personal and professional impact of difficult situations in **Good Science–Good Practice**. And **Patricial Grabarek** introduces us to the Penn State Leadership Assessment Center in **TIPTOPics for Students**. What a great source of insightful knowledge in the January issue.

News and Reports

The News and Reports section has tons of information that can be used to plan for our conference in Atlanta—check out the registration information—as well as our regular reports to keep members updated on important happenings in our field. Enjoy!

SIOP 2010
ATLANTA
Celebrating 25 Years

Don't miss the deadline!

Early registration closes February 15!

To get the best price, the most continuing education options, and a conference program by mail, be sure to sign up early!

www.siop.org/registration

LETTERS TO THE EDITOR

To the Editor:

Steve Kerr did I-O psychology a huge kindness by giving us a peek under the tent of team leadership development (2009). He didn't pull his punches about the methods of the so-called "great developer of executive talent" at GE, Jack Welch. Steve pointed to my research program and correctly made the statement that low performance by a manager may reflect "a bad boss or any number of things." Turning a "pig's ear" into a "silk purse" is not required to train senior managers in the methods of developing leadership teams, but aggressively training them in these protocols should be. I-O psychologists can begin to combine our knowledge of effective methods of executive coaching with our new methods of developing leadership-motivated excellence teams to quickly get senior managers ready for leadership (Graen, 2010). In the same *TIP* issue, Konczak and Foster (2009) expanded on the questions of what is needed? What is done? And what needs to be done to develop executive team leadership? I strongly endorse their conclusions but suggest that we set our goals a bit higher.

In terms of executive team leader development goals, I suggest we train executives to do the following: (a) FIND the competent, upward driven, and underchallenged (those senior managers showing readiness); (b) PROVIDE opportunities for professional growth in teams (open stretch windows); (c) ENGAGE beyond business as usual to team partnerships (close the deal); and only then (d) BEGIN the standard four process cycles of forming, storming, norming, and performing (construct and test team). The overall goal should be to comprehensively train executives' to become efficacious in negotiating the psychological partnerships that are necessary before a team will go beyond business as usual and clearly avoid the bottom 10% in team performance.

My consulting and research experience makes it clear to me that many senior managers actively avoid the "team partner" role for a number of reasons. They may have come up the ladder in a technical silo and never dealt with direct reports as their team members beyond business as usual. They may now be too embarrassed by their underdeveloped level of team partnership-making skills. They may wrongly believe that their superior formal authority over their direct reports should be an adequate motivational substitute for team leadership. Many have tried threats and bribes and know that they do not work unless they stand over their people. They complain that they have been exposed to classroom training, on-the-job experiences, action learning, 360 feedback, assessment-based feedback, coaching, and business games, and none work as promised. Clearly, they are frustrated and have had enough of our fads, fashions, and folderol (Dunnette, 1966). Unfortunately many live in fear that their Jack Welch will fire them for low team performance, but they protest that it's not their fault.

What Is Needed

Team leadership is not that difficult to learn by functionally competent, motivated, and supported executives. In fact, we have taught it successfully to first-level supervisors of accounting case professionals in two controlled experiments in a government agency (Graen, Novak, & Sommerkamp, 1982; Graen, Scandura, & Graen, 1986) and top management teams in banking (Graen, 2007). John Eggers is testing the latest LMX protocol at a public organization, and **Bill Schiemann** may use it with one of the largest retail corporations. In conclusion, let us begin to train executive leaders to keep the Jack Welch types from wasting valuable resources by sending some of those most ready to become team creators to their competitors.

George B. Graen

References

Dunnette, M. D. (1966). Fads, fashions, and folderol in psychology. *American Psychologist, 21*(4), 343–352.

Graen, G. B. (2007). *Jessica's web: Women's advantages in the knowledge era.* Charlotte, NC: Information Age Publishing Inc.

Graen, G. B. (2010). How do you motivate teamwork beyond business as usual? In M. G. Rumsey (Ed.),*The many sides of leadership: A handbook*. London: Oxford University Press.

Graen, G. B., Novak, M., & Sommerkamp, P. (1982). The effects of leader–member exchange and job design on productivity and satisfaction: Testing a dual attachment model. *Organizational Behavior and Human Performance, 30*, 109–131.

Graen, G. B., Scandura, T., & Graen, M. R. (1986). A field experimental test of the moderating effects of growth need strength on productivity. *Journal of Applied Psychology, 71,* 484–491.

Kerr, S. (2009). Some random thoughts on false dichotomies, common coffeepots, and the portability of knowledge. *The Industrial Organizational Psychologist, 47*(2), 11–24.

Konczak, L. & Foster, J. (2009). Developing next generation leaders: High priority on high potentials. *The Industrial Organizational Psychologist, 47*(2), 39–49.

Note: TIP previously described this case in **Art Gutman** and **Eric Dunleavy's** column, **On the Legal Front**, in the 2009 *TIP*, Vol. 47, No 2.

To the Editor:

I/O Solutions (IOS), the firm that developed the tests in question in the *Ricci* case, has chosen to remain silent on matters related to the *Ricci* case as we found ourselves in a tenuous position: Our client, the City of New Haven had rejected I/O Solutions' tests and sought to cast doubt as to their validity, while the plaintiff was relying on our work and testimony to build their case. At this point, it seems appropriate to address a number of misconceptions toward providing a better understanding of the facts of the *Ricci* case.

The amici, who represented themselves as spokespeople for the I-O psychology community on behalf of the defendant, posited that the assessments delivered in New Haven were fatally flawed because they failed to assess a most critical construct: command presence. The argument that "command presence" was not assessed is a misleading illusion born out of the amici's lack of knowledge concerning the tests in question. Command presence is not a single construct but the confluence of a number of elements, all of which the oral assessment process did assess. The amici would have the court believe otherwise, simply because the test developer chose not to use the nebulous term "command presence" in describing the constructs that were assessed by the oral interview.

The amici also clung to an argument, made by a competitor of IOS in statements before New Haven's Civil Service Board, that assessment centers were a more valid, less adverse alternative to the oral interviews that were used in New Haven. While IOS would agree that assessment centers are generally a preferable option to oral interviews, IOS knows that they are not always feasible. Such was the case in New Haven, which conducted a sequestered assessment that processed numerous lieutenant candidates in a single day using 10 assessor panels. Assessment centers rely greatly on simulations and often use role-play exercises to accomplish this. Conducting dynamic roleplays across 10 different assessment panels was a severe risk to the reliability of the assessment process. Actors' performances could not be standardized in a manner that could produce a reliable and consistent assessment for each candidate. New Haven had good reason to favor a selection system that processed numerous candidates in a short period of time: Past assessments had raised security concerns. That said, this choice by New Haven relegated the city to using an assessment model that could be administered using their chosen sequestering model. Operationally, assessment centers were not a workable solution in New Haven, not to mention that they would have represented a cost to the city that was approximately three times greater than the chosen oral interview model.

The Ginsberg dissent questions why the less adverse option (assessment centers) mentioned by one of IOS's competitors was not considered in New Haven. Ginsberg also cites another court case that concluded that written exams do not do a good job of measuring ability areas relevant to fire supervisors. There seems to be a great deal of misunderstanding by the dissent and many who would argue that assessment centers are a good alternative to written exams. These two tools simply measure different constructs. Written exams, as used in New Haven, assess job knowledge. Assessment centers are much more adept at measuring job skills. Fire supervisors make critical decisions based on their knowledge of building construction, fire behavior, incident command, fire tactics, etc. The criticality of a tool that assesses these knowledge bases cannot be overstated—and is certainly supported by job analysis. As we know, job knowledge tests tend to demonstrate high levels of validity (see Schmidt and Hunter, 1998). The New Haven promotional processes used written exams to measure essential job knowledge and structured oral interviews to assess job skills. The amici and dissent imply that we should forego the assessment of knowledge in favor of solely assessing skills. Opting for a testing process without a comprehensive knowledge assessment seems a more grave threat of criterion deficiency than the one referenced by the amici and dissent.

Finally, the amici argued that the standard practice of involving local subject-matter experts was simply ignored. Again, they failed to consider that the city patently disallowed the use of local SMEs due to a history of test security compromises. For this reason, IOS employed the services of trusted fire SMEs outside the city to review the written exam items and oral interview questions.

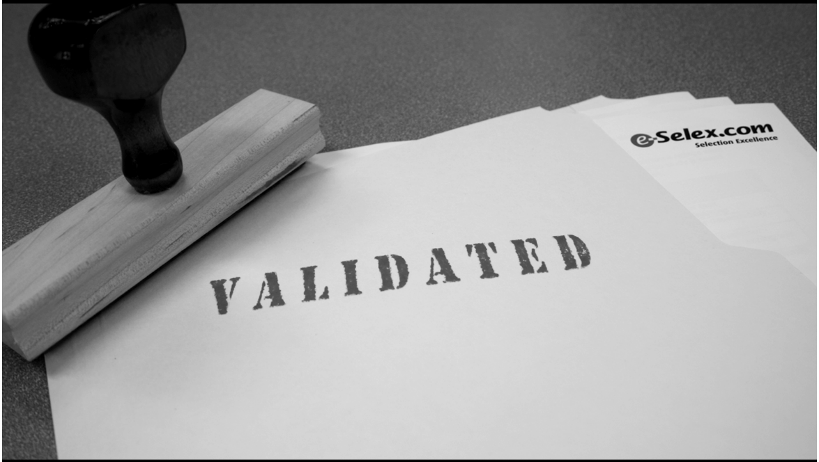
Neither the amici nor the dissent, as far as we know, conducted a review of the tests/assessments in question before filing their opinions of the New Haven process. The general lack of knowledge concerning the tests that were considered in the *Ricci* case and the lack of careful research on the part of amici does not serve the interests of the practitioners who seek to better understand the implications of *Ricci*. Testing processes are often constrained by the contextual variables that are imposed by a client. It is easy for the amici and others to assume that the *Ricci* tests were "fatally flawed" and to base the disparate outcomes on this premise. However, an abundance of information that was not considered in *Ricci* overwhelmingly supports the majority opinion that the tests were valid and appropriate.

Chad Legel
President, Industrial/Organizational Solutions, Inc

Reference

Schmidt, F. L. & Hunter, J. E. (1998). The validity and utility of selection methods in personnel psychology: Practical and theoretical implications of 85 years of research findings. *Psychological Bulletin, 124,* 262–274.

Success. Measured. Validated.



e-Selex.com Validation Services
Simple Solutions for Complicated Issues

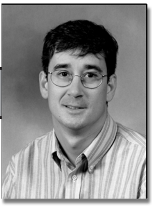
e-Selex.com is currently offering a special low-cost **Validation Package** that includes:

- Sophisticated online predictor and criterion data collection
- Quick and easy participant tracking and follow-up
- High-quality validation design, analyses and reporting

www.e-Selex.com
(800) 690-6130

e-Selex.com
Selection Excellence

THE HISTORY CORNER



Remembering Senator Kennedy and His Attempts to Improve Work Satisfaction Among U.S. Workers

Michael J. Zickar
Bowling Green State University

Senator Ted Kennedy's passing on August 25 brought about a long list of well-deserved tributes that emphasized his numerous legislative accomplishments, many of which were aimed at improving the lives of middle-class, blue-collar workers. Regardless of your political affiliation, it would be hard to deny that Senator Kennedy had an enormous impact on economic and workplace regulation, helping pass laws related to minimum wage, workplace safety standards, workplace disability laws, family medical leave, insurance transportability, and the like. Although these acts often impact our work as I-O psychologists in indirect ways, there was one episode in Senator Kennedy's career in which he directly addressed an issue dearly important to most of us as I-O psychologists: job satisfaction.

On July 25 and 26, 1972, a subcommittee of the United States Senate's Committee on Labor and Public Welfare held hearings on S. 3916, *Worker Alienation Research and Technical Assistance Act of 1972*. Senator Edward Kennedy convened the meeting, opening with prepared remarks discussing the nature and extent of worker alienation, discussing some high-profile cases and strikes related to worker dissatisfaction. He asked rhetorical questions such as "What is the extent of use of drugs and alcoholism among young workers?" "How many men and women could function more effectively as parents and citizens if they did not feel dissatisfied with their jobs?" "How much does [alienation] cost the economy in terms of lost time, in terms of retraining new workers, in terms of low productivity?" (U.S. Senate, 1972, pp. 8–9).

Over 2 days, the committee of senators, which included illustrious legislators such as Jacob Javits (NY) and Adlai Stevenson III (IL), heard testimony from labor leaders, think-tank directors, managers, and academics. In addition, statements and related articles were entered into the record.

Two members of UAW Local 1112 from Lordstown, Ohio discussed a recent strike where workers walked out, not because of pay and benefits but because of poor working conditions. The two labor members told the senators about the nature of the production work, where some workers had 36 seconds, on average, to perform an operation and that they spent the whole day doing that one particular task. They discussed poor working conditions, such as a time when the plant's ventilation system stopped working but the management refused to open exit doors to increase air circulation because they were worried that employee theft would increase. The workers, along with Senator Kennedy, discussed alternative working solutions and programs implemented in Sweden and Japan that were designed to increase workers' sense of well-being while maintaining or improving productivity.

Several academics spoke to the committee. Dr. John French from the University of Michigan's Survey Research Center presented survey research on the causes of work satisfaction and dissatisfaction, as well as the relation between job stresses and health, both physiological and mental health. Dr. Harold Sheppard, from the Upjohn Institute for Employment Research, presented results from a study of blue-collar workers of the relationship between tasks performed on the job and job satisfaction. He examined how task variety and task rotation could be used to improve workers' work experience.

Reading the proceedings of the hearing, it is clear the extent of Senator Kennedy's interest in the well being of workers. At times, he cited research from Arthur Kornhauser's classic study of the mental health of autoworkers (Kornhauser, 1965); other times, he requested additional analyses and statistical information from committee witnesses. S. 3916, introduced by Senator Kennedy on August 14, 1972, proposed that Congress appropriate $10,000,000 in 1973 and $10,000,000 in 1974 for the purposes of funding research designed to determine the extent of job discontent, to research methods on reducing workplace alienation, and to provide technical assistance to unions and companies desiring to humanize their workplace. The secretary of labor and the secretary of health, education, and welfare were to monitor the expenditure of these funds and to insure that federal agencies maximized their employees' job satisfaction and considered relevant factors when designing new federal facilities.

S. 3916 never became law. It appears that, like many pieces of legislation, it died in committee, for some reason unknown to me. Senator Kennedy would continue his fight to improve the lives of working Americans by fighting for increases in minimum wage, for universal healthcare, for extended family medical leave, and in many other directions. It is unclear what the consequences would have been if S. 3916 had been enacted into law. It may have increased funding opportunities for I-O psychologists and brought us more into the congressional spotlight, providing us opportunities to shape federal employment policy and laws. Since that time, Congress has seemed relatively uninterested in issues that overlap strongly with I-O psychology. For 2 days in the summer of 1972, however, at least one hearing room in the U.S. Senate was full of discussion and research that seemed remarkably similar to what we would read in our journals and hear at our annual conference. Senator Kennedy's dream of increased federal funding for job satisfaction research never got realized in his lifetime, though it is an event well worth remembering by I-O psychologists.

References

Kornhauser, A. (1965). *Mental health of the industrial worker*. New York: Wiley.

United States Senate (1972). *Worker alienation: Hearings before the subcommittee on employment, manpower, and poverty*. Washington, DC: U.S. Government Printing Office.

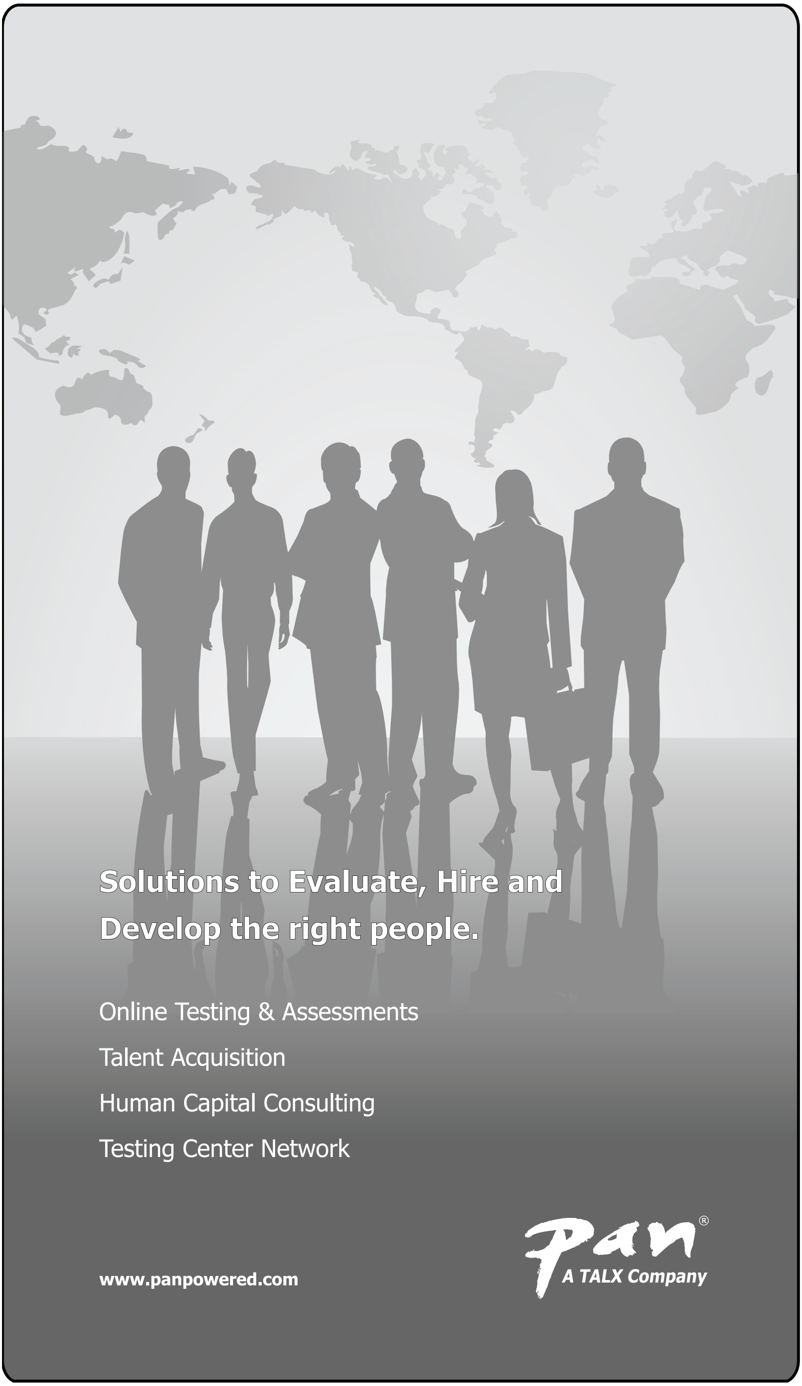
Need Continuing Education Credits?

SIOP 2010
ATLANTA
Celebrating 25 Years

The 2010 SIOP Conference provides CE credits through the following:

Workshops
Master Tutorials
Friday Seminars
Theme Tracks

Register early for the best selection!



Solutions to Evaluate, Hire and Develop the right people.

Online Testing & Assessments

Talent Acquisition

Human Capital Consulting

Testing Center Network

www.panpowered.com

Pan®
A TALX Company

ON THE LEGAL FRONT

Eric Dunleavy
DCI Consulting

Arthur Gutman
Florida Institute of Technology

Lewis v. City of Chicago: What Is a Timely Claim of Disparate Impact?

On September 30, 2009, the Supreme Court announced that they will hear *Lewis v. City of Chicago*, a disparate impact case that started in 1997. In this case a test measuring a set of cognitive abilities and job knowledge was used to rank applicants for entry-level firefighter positions into different categories (i.e., well-qualified, qualified, and not qualified). Job offers were made to the well-qualified group of applicants first. A disparate impact claim was made by African-American test takers, asserting that the test was discriminatory. A district court initially ruled in favor of the plaintiffs in 2005, concluding that the test was not sufficiently job related.

However, that decision was overturned by a 7th Circuit appeals ruling in June of 2008 on the grounds that the initial claim of discrimination made back in 1997 was not timely because it was made more than 300 days after the test results were made known to applicants. In the district court ruling, Judge Joan B. Gottschall concluded that the timely filing period *began after employment decisions (i.e., actual hires) were made based on test scores*, presumably under the rationale that this was the point in time when applicants understood whether or not they may have been discriminated against by the employment decision process. The Supreme Court has framed the legal question of interest as:

> Where an employer adopts an employment practice that discriminates against African Americans in violation of Title VII's disparate impact provision, must a plaintiff file an EEOC charge within 300 days after the announcement of the practice, or may a plaintiff file a charge within 300 days after the employer's use of the discriminatory practice?

The timing of this case is interesting for a number of reasons. First, readers of this column are likely aware that the legal question of interest in *Lewis* is similar to the legal question considered by the Supreme Court in *Ledbetter v. Goodyear Tire Co.* (2007; see this column in the January 2008 *TIP* for a review of that ruling). The issue of "timeliness" was later considered directly by Congress, and the Ledbetter Fair Pay Act reversed the Supreme Court ruling (see this column in the July 2009 *TIP* for a review of the Ledbetter Act).

The Ledbetter ruling focused on a claim of intentional discrimination in pay under Title VII. The Ledbetter Act, on the other hand, may have intentionally been written using broader language, and it is reasonable to infer that Congress wanted to ensure that the issue of timeliness was a nonfactor in scenarios when potential victims of discrimination may be unsure as to whether they were actually discriminated against. Thus, one important dimension of *Lewis* is whether the Ledbetter Act could be applied to an adverse impact claim. Even if the answer is no,[1] could a similar rationale regarding the likelihood that potential victims were unaware of being discriminated against be used to support the timeliness of the claim when inferences from test scores are made again and again over time?

Lewis is also timely for another reason. In the October 2009 *TIP,* this column summarized the intricate Supreme Court ruling in *Ricci v. Destefano* (2009), where the Court ruled that New Haven discriminated against White and Hispanic applicants by throwing promotion exam results out in part because of potential adverse impact against African-American applicants. Shortly before the current article was due, Michael Briscoe, an African-American firefighter who took that promotion exam and applied to a lieutenant position in the New Haven Firefighter force and was rejected, filed a claim of disparate impact under Title VII.[2] Of course, based on the Supreme Court ruling, New Haven already discriminated against 17 White employees and 1 Hispanic employee by throwing those test results out to avoid an adverse impact claim. Now, the city may have a traditional adverse impact case on its hands in addition to the already decided reverse-discrimination case.[3]

According to various media reports, Michael Briscoe scored highly on the oral portion of the exam and is challenging the scheme that weighted the oral component 40% and the written component 60%.[4] Had the test been weighted 70% oral and 30% written, Briscoe asserts that he would have been promoted. Importantly, the issue of timely filing may play an important role in the future of this case. If the appeals court decision in *Lewis* stands, it may be unlikely that test scores made known to test takers in 2003 would allow for a "fresh" claim of discrimination in 2009. However, if the ruling is reversed and the timely filing period resets whenever test results are used to make a new round of employment decisions, the claim may be timely as soon as promotions in New Haven are made.

---

[1] Note that the original district court ruling in *Lewis* (2005) treated the claim as timely *4 years before* the Ledbetter Act was passed in 2009. The appeals court ruling occurred in June of 2008, *which was also before* the Ledbetter Act was passed.

[2] See *Briscoe v. New Haven, D. Conn., No. 3:09cv1642*, complaint filed 10/15/09.

[3] Note that it is unclear whether this claim could be thrown out given that the promotions likely to be given to the White and Hispanic applicants were essentially mandated by the Supreme Court.

[4] As described in the last **Legal Front** column, and in more detail by the I-O psychologists who submitted a brief to the Supreme Court, that 60–40 weighting scheme was arbitrary and decided upon in a collective bargaining agreement.

Lewis v. City of Chicago: The Facts of the Case

In July of 1995, 26,000 applicants participated in a selection process for entry-level firefighter jobs. One part of this process was a written test that measures a narrow set of cognitive abilities and job knowledge via multiple choice questions and written responses to video simulations. Based on overall test scores, applicants were categorized into three groupings: well-qualified (greater than 89 on the test), qualified (between 65 and 88 on the test), and not qualified (less than 65 on the test). These groupings were created to allow for "administrative convenience" in making hiring decisions and treated as rank-order bands. Job offers would first be made randomly to applicants in the highest well-qualified group. If the well-qualified group was exhausted, job offers would begin to be made randomly from the qualified group.

Applicants were made aware of their test scores and grouping status in January of 1996, about 6 months after they took the test. Applicants were told that those in the qualified group were *unlikely to be hired but that they would remain on the eligibility list.* News reports estimated that only about 600–700 hires would be made from the list, and given that there were about 1,800 well-qualified applicants, it may have been reasonable for qualified applicants to be pessimistic about receiving a job offer. However, actual hiring from the well-qualified group did not begin until May of 1996 and would continue over time.

This scenario may present some ambiguity regarding whether applicants categorized into the qualified group were in a position to know whether they may have been discriminated against. No matter how the test results were framed, White applicants were substantially more likely to be categorized as well qualified (making up 76% of the well-qualified group) compared to African-American applicants (making up only 12% of the well-qualified list). In fact, about 12% of White test takers passed into the well-qualified group, whereas about 2% of African-American test takers passed into the well-qualified group.

However, at the point where test takers knew their test scores and grouping status, no hiring decisions had been made. Job offers *would eventually* be made using random selection from the well-qualified list. Thus, understanding the practical impact of the test in terms of actual hiring decisions may have been difficult until a later date when hiring decisions were known. In a comment that was noted in both the district and appeals court rulings, Chicago Mayor Richard Daley expressed dissatisfaction with the racial breakdown of the well-qualified list. Certainly at that point African-American applicants may have been aware that, on the average, they were less likely to be categorized into the well-qualified group. However, it may have be unclear whether African-American applicants were substantially less likely to be hired over time, although that would likely be the case given subgroup representation differences in the well-qualified group.

In April of 1996, members of the African-American Firefighters League met with attorneys to consider whether they had a disparate impact case. The attorneys wanted to get more information about the test and potential defense strategies available to the city before making a firm decision about whether to make a claim. Eventually a claim of discrimination was made in March of 1997, more than 400 days after the test results were initially reported. Later in litigation, plaintiff lawyers acknowledged that *they assumed the timeliness clock would reset* each time employment decisions (i.e., a hire) were made based on test score inferences. At the district court level, the case would hinge on the merits of the disparate impact claim in the tradition of *Griggs* (1971) and *Albemarle* (1975) rulings, and the timeliness issue would be a tangent.

The District Court Ruling

As expected, the district court ruling in 2005 focused on the adequacy of the test. In fact, the timeliness of the claim received little attention. One sentence in the decision mentioned that the timeliness issue was briefed before the court in 2004 and that the city's motion for summary judgment based on an untimely claim was denied. Thus, in essence, Judge Gottschall concluded that a fresh violation of Title VII harmed qualified applicants each time the city hired applicants from the well-qualified list.

The district court ruling read like the prototypical adverse impact case. The city conceded adverse impact against African Americans in using the test to classify applicants. White test takers scored about one standard deviation higher than African-American test takers on the test composite, and White applicants were more than five times as likely to be categorized as well-qualified as compared to African-American applicants. The city acknowledged the adverse impact and argued that the test measured some relevant cognitive aspects of the job. In addition, the city asserted that the cut score differentiating qualified from well qualified was "administratively convenient."

A traditional content-oriented validation strategy was used to develop the test, and a job analysis identified important work behaviors and the knowledge, skills, and abilities necessary to perform them. No criterion research had been formally conducted. However, after the fact it was noted that (a) eventually applicants from the qualified group were hired after the well-qualified group had been exhausted, and (b) applicants from the well-qualified group performed no better on the job than did applicants from the qualified group. This finding cast doubt on the appropriateness of the cut score that differentiated well-qualified from qualified. The city had assumed that higher scores equated to higher performance without empirically evaluating this notion. In fact, cut-score/banding recommendations by the test developer were made based on the standard error of measurement, *and were ignored by the city.*

In addition, Judge Gottschall concluded that it was "unclear what the video simulation portion of the test was assessing," and that one ability measured by the test (note taking) was not rated as important based on the job analysis. Thus, Judge Gottschall concluded that the test was flawed and that the impact was not justified by job relatedness. One other point to note is that, according to Judge Gottschall, the plaintiffs likely would have met the burden of reasonable alternatives *even if* the city had met its job-relatedness burden. Judge Gottschall suggested that random selection from a combination of the well-qualified and qualified groups would have been equally valid and resulted in less adverse impact. Although this approach as a reasonable alternative is somewhat questionable (and inconsistent with testimony on the standard error of measurement of the test), the take-home message remains that the test was fatally flawed from a legal defensibility perspective, and Judge Gottschall ruled in favor of the plaintiffs.

The Appeals Court Ruling

The city appealed the ruling, but instead of challenging conclusions about the adequacy of the test, the appeal challenged the timeliness of the claim. In the 7th U.S. Circuit of Appeals, Judge Posner,[5] writing on behalf of Judges Bauer and Easterbrook, concluded that the timely filing period *started at the point where scores were made known to test takers* and *not when decisions were made based on inferences from those scores*. Judge Posner called the assumption of a continuing violation reset each time hiring decisions were made a fatal mistake made by plaintiff attorneys. The appeals court estimated that the initial charge of discrimination was made to EEOC *420 days* after the individual results were sent out by the city, and *417 to 419 days* after test takers received their results.

The appeals court did not view the *Ledbetter* ruling as relevant to this case. However, there was no meaningful distinction made between disparate treatment and disparate impact in the ruling. Instead, the appeals court considered the *Lewis* scenario to be similar to *Delaware State College v. Ricks* (1980), which was a disparate treatment case where the Supreme Court ruled that timely filing period began when tenure was denied to a college professor not when the plaintiff was terminated at the end of a 1-year contract negotiated *after the tenure rejection*. In both cases, the later potential act of discrimination (in *Ricks*, the termination after the 1-year contract; in *Lewis*, not being hired each time the well-qualified list was used to make hires) was ruled an *automatic consequence* of earlier discrimination and not a fresh act of discrimination.

The appeals court noted that the mayor's comments about the lack of diversity in test results could be treated almost as a proxy for the start of the timely filing period because at that point diligent applicants would have known that they may be victims of discrimination. The *Lewis* context was also compared similarly to *Lorance v. AT&T Technologies* (1989), where a contractual modification to a seniority system eventually produced demotions years later. A claim of intentional discrimination was made after the demotions were made and was ruled untimely because it was the contractual modification years earlier that was the discriminatory act.

---

[5] This name may be familiar to many readers. Judge Posner was interviewed by **Frank Landy** for his book *Employment Discrimination Litigation* (2005).

The appeals court suggested that the plaintiffs mistakenly relied on *Beavers v. American Cast Iron Pipe* (1992) to support their timeliness claim. In this case the Supreme Court considered a claim because it related to an insurance policy that eventually led to the rejection of dependent coverage denial. In this scenario the discriminatory policy was the only cause of the denial, and there was no intervening neutral act, as the judges perceived in *Lewis*. Judge Posner concluded that this treatment versus impact issue had no relevance to the date of the timely filing period.

In addition, the appeals court suggested that if *reasonable diligence* does not allow plaintiffs to know if they have been injured by discrimination, then the timely filing period is functioning as Title VII intended. The appeals court also concluded that a continuing violation theory *does not apply* because automatic consequences are not the same as fresh acts of discrimination. Further, the court suggested that a continued aggregation theory prevalent in recent retaliation and sexual harassment claims *does not apply* to *Lewis* either because automatic consequences are not the same as multiple instances of trivial deterring behavior that later aggregate to actionable discrimination. Judge Posner also spent considerable space focusing on lawyer error. Specifically, the opinion reiterated that plaintiff lawyers should not have assumed continuing violation and that complaints should be functionally independent from potential employer defenses.

Other Relevant Context

It shouldn't come as a surprise that various lower courts have considered similar timeliness issues before. However, lower courts have come to different conclusions. For example, the 3rd Circuit (*Bronze Shields Inc. v. New Jersey,* 1981) and 6th Circuit (*Cox v. City of Memphis*, 2000) have ruled similar to the 7th Circuit decision in *Lewis*. However, the 2nd Circuit (*Guardians v. Civil Service*, 1980), 5th Circuit (*Gonzalez v. Firestone Tire & Rubber Co.*, 1980), and 9th Circuit (*Bouman v. Block*, 1991) have essentially agreed with a continuing violation (or new and overt violation) argument in this context; the charging period starts anew when new employment decisions are made based on inferences from discriminatory procedures. The 11th Circuit (*Beavers*, 1992) and the D.C. Circuit (*Anderson v. Zubieta*, 1999) have ruled similarly to the 2nd, 5th, and 9th in slightly different contexts.

The solicitor general was asked to submit a brief on *Lewis* and was joined by the EEOC. Given the circuit disagreement on this issue, it isn't surprising that the solicitor general concluded that the timeliness of a disparate impact claim warrants Supreme Court review. The brief differentiates treatment from impact and suggests that the continuing violation theory is actually unnecessary because it assumes one discriminatory act that affects other employment decisions over time. That is to say, in the disparate impact context, victims can clearly pinpoint each time they were not hired as a discriminatory act, and victims could feel impact anytime they were not hired when someone else was hired. The brief also urges that the language of Title VII be given precedent over a set of disparate treatment cases (e.g., *Delaware* and *Lorance*). Specifically, the brief emphasizes language including discriminatory *uses of a test* and employer *acts based upon results of a test* to support the notion that the timely filing period restarts each time a round of decision making stems from inferences based on a discriminatory test.

It is interesting to take both sides of this issue to extreme ends. The solicitor general's brief alludes to the notion that, in theory, an employer could discriminate for an unlimited period of time if the timely filing period starts at the announcement of test results. Taken to an extreme end, an employer could announce test results, wait 300 days, and select from a higher scoring group with potential insulation regardless of the adequacy of the test. On the other hand, the city pointed out that, if the timely filing period starts anew each time a selection decision is made, a long period of equal employment opportunity could be moot if a later round of hiring results in adverse impact for a shorter time period many years later.

Does the Ledbetter Act Apply to *Lewis*?

Recall that one major theme of the Ledbetter Act was the notion that compensation discrimination was inherently different from discrimination via other employment decisions like hiring and promotion. The difference is a function of the fact that, in many situations, employees *may not know that they are being discriminated against in pay because coworker pay information is often not publically available*. However, hiring and promotion decisions are generally discernible, and thus known to applicants and employees. For this reason, many in the EEO community have predicted that the Ledbetter Act will be narrowly applied to few cases where the employment practice of interest is not some form of pay. However, the scenario in *Lewis* may be an exception to the notion that employees are immediately aware of discrimination in employment decisions like hiring. In this case test takers were aware of their test score and their band but not aware of specific hiring decisions based on the test.

So will the Ledbetter Act play a role in *Lewis*? The Act differentiated pay discrimination from other more overt acts of discrimination and endorses, in effect, a "continuing violation" theory of discrimination that expands the timely filing period. According to the Ledbetter Act, discrimination may happen at three different times depending on specific context, and those times are when:

- A discriminatory compensation decision or other practice is adopted;
- An individual becomes subject to a discriminatory compensation decision or other practice;
- An individual is affected by application of a discriminatory compensation decision or other practice, including each time wages, benefits, or other compensation is paid, resulting in whole or in part from such a decision or other practice.

Additionally:

- The purpose of the act is to clarify that a discriminatory compensation decision *or other practice* that is unlawful under such Acts occurs each time compensation is paid pursuant to the discriminatory compensation decision or other practice, and for other purposes.
- The Supreme Court ruling in *Ledbetter* was flawed in that the limitation imposed by the Court on the filing of discriminatory compensation claims ignores the reality of wage discrimination and is at odds with the robust application of the civil rights laws that Congress intended.

Note that the phrase *or other practice* has been and continues to be issue of legal contention. Some in the EEO arena are worried that employment decisions other than compensation could be covered by this phrase that were *not intended by Congress*. Recent case law from district courts has exemplified what does and does not exemplify the "other practices" phrase from the Ledbetter Act. For example, in *Gentry v. Jackson State University* (2009), the denial of tenure to a university professor position, later resulting in failure to receive a salary increase, is a compensation-related decision under the Ledbetter Act. In addition, in *Mikula v. Allegheny County of Pennsylvania* (2009), *an employer's refusal to respond to an employee's request for a pay raise was deemed a covered compensation practice*. Likewise, in *Gilmore v. Macy's Retain Holdings* (2009), *placement into a particular sales department was deemed a covered practice under Ledbetter.* However, in *Leach v. Baylor College of Medicine* (2009), the court refused to apply the Ledbetter Act and a *reassignment of job duties was not* a covered practice. In *Rowland v. Certain Teed Corp.* (2009), *failure to promote was not considered a covered decision*. As the above rulings show, there is substantial disagreement across district in what is considered an "other practice" under the Ledbetter Act.

We think that there could be three relevant questions considered by the Court in Lewis regarding the Ledbetter Act. Specifically,

- Does the Ledbetter Act generalize from a disparate treatment scenario to a disparate impact scenario?
- On a related note, does a continuing violation theory apply to impact cases? Or similarly, does the continued inference of a discriminatory test score over time imply a new and overt discriminatory act every time test results are used to make decisions?
- Does the Ledbetter Act generalize from compensation as the employment decision of interest to employment decisions like hiring via the phrase "other practices" in some situations?

Based on the majority ruling in *Ledbetter* and the argument put forth by the dissenting justices (i.e., that pay was different from other employment decisions), it may be unlikely that the Supreme Court treats both compensation and hiring decisions as obvious employment decisions. However, given the time lag between test administration and the long term hiring based on test results in

Lewis, it may not be surprising to see the Supreme Court justices that dissented in the *Ledbetter* ruling to conclude that potential victims *were not* in a reasonable position to know that they had been discriminated against in *Lewis*. This may be an informal application of *Ledbetter* rationale to the disparate impact scenario, as opposed to an actual application of the Ledbetter Act. One last point to consider is that many of the precedential cases considered by the district and circuit courts in *Lewis* were also considered in *Ledbetter*, so it will be interesting to see whether and how the Court differentiates the two scenarios.

Implications for I-O Psychologists

Some of the features in *Lewis* may look familiar to many I-O psychologists that develop selection procedures. For this reason the *Lewis* ruling may have important implications for I-Os, albeit in a technical manner that shouldn't change I-O practice. In situations where a large number of hires will be made over an extended period of time, it is common to create eligibility lists in both the public and private sector, particularly for entry-level positions with a large number of applicants. This allows for a continuous sample of applicants to be considered over a long period of time and for potential hires to be readily available as jobs become open.

This scenario is particularly attractive given economic context. For example, if economic conditions allow for substantial hiring, an eligibility list may allow the organization to hire as necessary. If economic conditions do not allow hiring at all (as was the case for many organizations recently), the eligibility list may exist in stasis until hiring can occur. In addition, the organization may be able to minimize the cost of data collection/selection procedure implementation by assessing candidates at one period of time instead of multiple times.

Note that this scenario begs the question about how long eligibility lists should exist. Recent research on the currency of job analysis data may be useful in answering this question. For example, if evidence suggests that the job has not changed in recent years, then perhaps job-related scores can be maintained in an eligibility list for long periods of time. Refer to Bobko, Roth, and Buster (2008) for a legally defensible process intended to assess the "up-to-dateness" of job analysis data. In addition, whether an applicant's score on job-related constructs becomes stale or outdated over time (regardless of changes to the job) is another issue to consider.

Modeling the adverse impact of this type of eligibility system may be challenging. It is often valuable to consider the adverse impact potential (in the form of *d* statistics before pass/fail decisions are made) of specific construct measures. Given that test takers may challenge a specific step in the selection process, it is also often useful to assess the actual adverse impact of a step in the process, and classifying applicants into bands can function as a step in the process. In this context the cut-score/banding point is of critical importance, and the I-O psychologist may want to consider multiple cut scores using empirically based criteria (e.g., the standard error of measurement). However, the adverse impact of actual employment decisions over time based on the selection procedure that produced the eligibility list is more complex to model. For example, results may change over time such that adverse impact may be deemed meaningful in some slice of the data (e.g., after 20 selections) but not before then.

Finally, it is important to note that the timeliness of an impact claim may be a moot point if selection procedures are sufficiently job related and reasonable alternatives were considered. This cannot be overemphasized: When organizations ask how to minimize legal risk, one best practice is to spend the time and effort necessary to create reliable and job-related selection procedures up front that also attempt to minimize adverse impact. In addition, as we have seen in the vast majority of recent adverse impact enforcement, implementation characteristics such as subtest weighting, cut scores, and banding strategies should be empirically and not arbitrarily based. It will be interesting to see whether *Lewis* becomes the intersection of divergent trends in recent EEO litigation. The Supreme Court is expected to hear oral argument early in 2010.

References

Bobko, P., Roth, P. L., & Buster, M. A. (2008). A systematic approach for assessing the currency ("up-to-dateness") of job analytic information. *Public Personnel Management, 37,* 261–277.

Landy, F. J. (2005). A judge's view: Interviews with federal judges about expert witness testimony. In F. J. Landy (Ed.), *Employment discrimination litigation: Behavioral, quantitative, and legal perspectives.* San Francisco: Jossey-Bass.

Cases Cited

Albemarle Paper Co. v. Moody, 422 U.S. 405 (1975).

Anderson v. Zubieta, 180 F.3d 329, 335-36 (D.C. Cir. 1999).

Beavers v. American Cast Iron Pipe Co., 975 F.2d 792, 796-800 (11th Cir. 1992).

Bouman v. Block, 940 F.2d 1211, 1221 (9th Cir. 1991).

Briscoe v. New Haven, D. Conn., No. 3:09cv1642, complaint filed 10/15/09.

Bronze Shields, Inc. v. N.J. Dep't of Civil Serv., 667 F.2d 1074 (3d Cir. 1981).

Cox v. City of Memphis, 230 F.3d 199, 204-05 (6th Cir. 2000).

Delaware State College v. Ricks, 449 U.S. 250 (1980).

Gentry v. Jackson State Univ., 2009 U. S. Dist. LEXIS 35271 (S. D. Miss. April 17, 2009).

Gilmore v. Macy's Retail Holdings, 2009 U. S. Dist. LEXIS 7894 (D. N.J. February 4, 2009).

Gonzalez v. Firestone Tire & Rubber Co., 610 F.2d 241 (5th Cir. 1980).

Griggs v. Duke Power Co. 401 US 424 (1971).

Guardians Association v. Civil Service Commission, 633 F.2d 232 (2d Cir. 1980).

Leach v. Baylor College of Medicine, 2009 U. S. Dist. Lexis 11845 (S. D. Tex. February 17, 2009).

Ledbetter v. Goodyear Tire 50 U.S. 618 (2007).

Lewis v. City of Chicago, No. 98 C 5596 (N.D. Ill. Mar. 22, 2005).

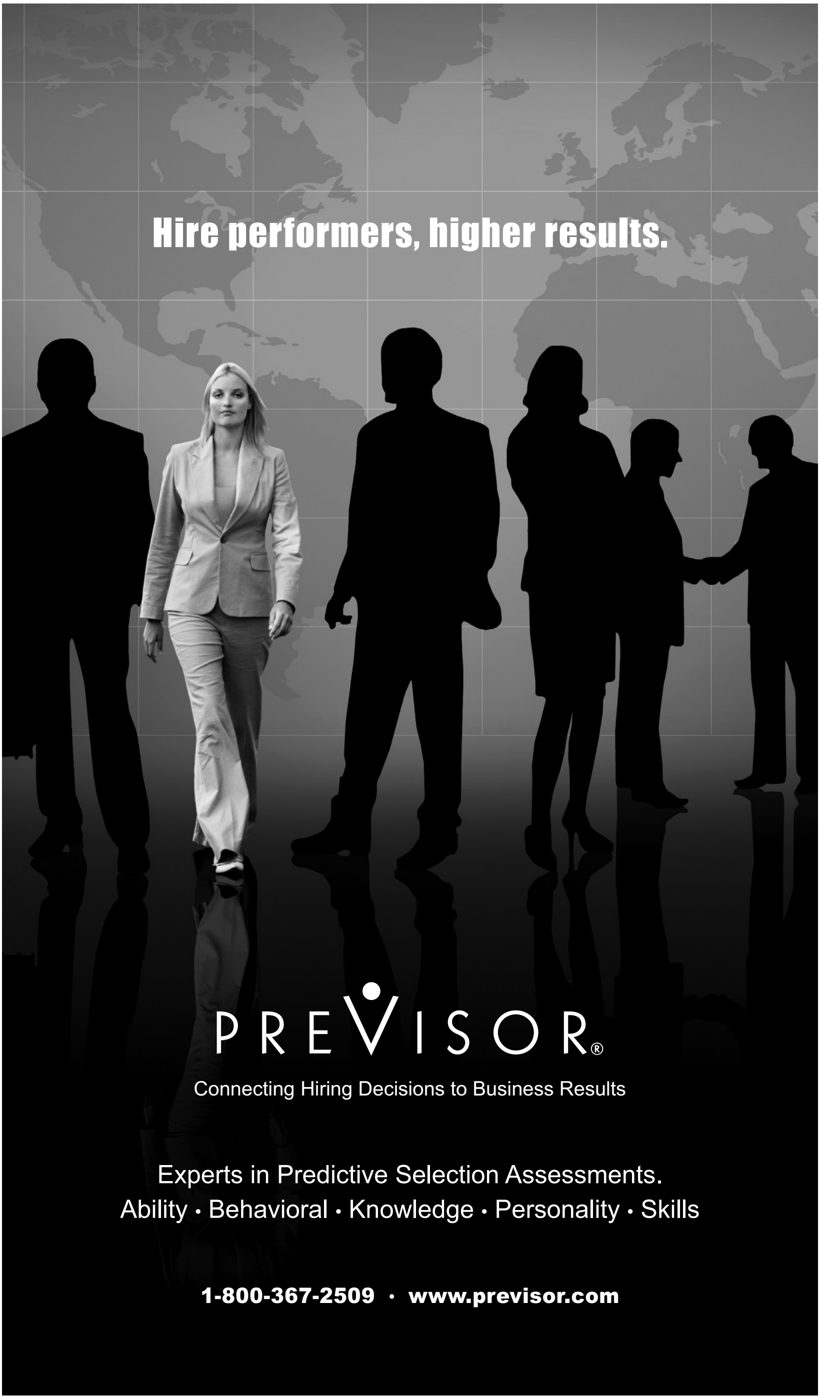
Lewis v. City of Chicago, 528 F. 3d 488 (2008).

Lorance v. AT & T Technologies, Inc., 490 U.S. 900, 910-11 (1989).

Mikula v. Allegheny County of Pennsylvania, 2009 U. S. App. Lexis 20217 (3rd Cir. September 10, 2009).

Ricci v. Destefano 129 S. Ct. 2658 (2009).

Rowland v. Certain Teed Corp., 2009 U. S. Dist. LEXIS 43706 (E.D. Pa. May 21, 2009).



Hire performers, higher results.

PREVISOR®

Connecting Hiring Decisions to Business Results

Experts in Predictive Selection Assessments.
Ability • Behavioral • Knowledge • Personality • Skills

1-800-367-2509 • www.previsor.com

Focus on Undergraduate Education: A Fulfilling Academic Career

Sylvia Roch
University at Albany

Since starting this column, I have mostly concentrated on issues associated with academics in larger research-oriented institutions. This past summer I received an e-mail from **Dr. Cynthia Prehar**, associate professor of psychology at Framingham State College, who suggested that it might be of interest to focus on the benefits and challenges of those academics in psychology departments in smaller academic institutions that focus on undergraduate education. I thought that this was an excellent idea. My undergraduate institution, although also research oriented, had a strong focus on undergraduate education. I greatly valued the opportunity to be in small classes with instructors who not only knew my name but also knew who my sister was (my sister attended the same institution). However, often positions in smaller institutions that emphasize undergraduate teaching are overlooked. Thus, in this column, I would like to focus on the benefits and challenges associated with positions in smaller (at least relatively) institutions that place a strong emphasis on undergraduate teaching. In addition to Dr. Prehar, I also asked **Dr. Carrie Bulger**, professor of psychology at Quinnipiac University, and **Dr. Elise Amel**, associate professor of psychology at the University of St. Thomas, regarding their experiences. I thank them for their insightful responses.

What led you to choose an academic position working primarily with undergraduates?

Dr. Bulger: Beginning with my early experiences as a TA in graduate school, I have always loved being in front of the classroom. I wanted to find an institution that would value my dual commitment to teaching and research. I was fortunate during my job search to be interviewed at many types of institutions, both research oriented and teaching oriented. Although I found research universities that valued teaching, the fit with my orientation was better at the smaller institutions.

Dr. Prehar: When the time came to apply for academic positions, I thought carefully about the expectations and reward structures at various institutions (doctoral, master's, and undergraduate). I also asked myself what I really enjoyed doing in graduate school (interests), what was important to me (values), and where my strengths lie (skills). After this period of career exploration and self-assessment, I knew I would be most satisfied at an institution that equally valued teaching, service, and scholarship. Positions at smaller undergraduate institutions, as well as some lecturer positions, were the best fit.

Dr. Amel: I loved doing my undergraduate work at a similar type of college where the classes were small, the professors were mentors, and lively debate was the norm. Also, the cheerleader in me likes to get students fired up about their futures. I cherish the opportunities to meet with freshman and help them explore the disciplinary and career opportunities, help them figure out how to adapt to so many new circumstances, and pass along a passion for the field of I-O.

How do your responsibilities (teaching, service, scholarship) compare with faculty at larger institutions that stress graduate education?

Dr. Bulger: In a nutshell, I teach more courses per semester, am required to produce less scholarship, and probably am expected to perform a bit more service. Excellence in teaching is the primary consideration in evaluations for promotion and tenure, and my institution also recognizes the interconnections between the three areas. That is, we argue that excellence in teaching is influenced by one's scholarship.

Dr. Prehar: I teach more courses in a given term and may also teach more courses overall. As both a generalist and a specialist, I teach our 3-semester research sequence, social psychology, general psychology, and various I-O courses. The class sizes are smaller, but, with more papers and no TAs, they are also more time consuming to teach than large lecture courses. We also advise 25–30 undergraduates and are expected to engage in meaningful departmental and college service. Scholarship expectations exist as well, though our contract allows for a broader definition of scholarship than typically exists at research institutions.

Dr. Amel: As our institution grows, the expectation to be a triple threat increases. Teaching still gets top billing, but excellence in research and service is expected. For me, the benefit of this model is that I'm evaluated based on including undergraduates in my research, and some of my research can be about pedagogy, so teaching and research are truly integrated. The hardest aspect of the model is conducting meaningful research in a timely manner without graduate students.

Are there any particular challenges that come with working at a smaller undergraduate institution?

Dr. Bulger: Time and other resources to do research are scarce. For instance, we don't have individual lab spaces, we compete for sabbatical leaves, and we apply for course release time. We also have a smaller participant pool, so achieving large sample sizes can be a challenge. We are not (so far) required to apply for major grants, but neither are we simply given funds with which to do research.

Dr. Prehar: As Dr. Bulger noted, time and resources are our biggest research challenges. Within my department, supervising student research projects (required of all our majors) is a top priority, leaving little time for independent scholarship. In addition, we do not have a general psychology participant pool or a college-wide IRB (yet).

Dr. Amel: I don't get to teach as many special topics courses as I would like.

What is the most rewarding aspect of an academic position in a smaller undergraduate institution?

Dr. Bulger: I am able to devote a significant portion of my teaching and research time to working with and developing undergraduate researchers. Working with students at this very early stage in their career is exciting. Watching someone realize their love of the field is the best! This happens in the classroom and in doing research. I have also been fortunate to have opportunities to collaborate with colleagues in I-O psychology at other institutions and on a fruitful interdisciplinary project with a colleague at my university.

Dr. Prehar: The most rewarding part of my job is witnessing students' personal and professional growth. This can happen within one semester but also across years, as I typically have "repeat" students. Also, when teaching our research sequence, I work with the same cohort of students for 3 semesters. It is exciting seeing them develop into budding scientists! Lastly, as a faculty advisor, I typically advise the same students for 4 years. I find it quite rewarding to guide them through academic and career planning.

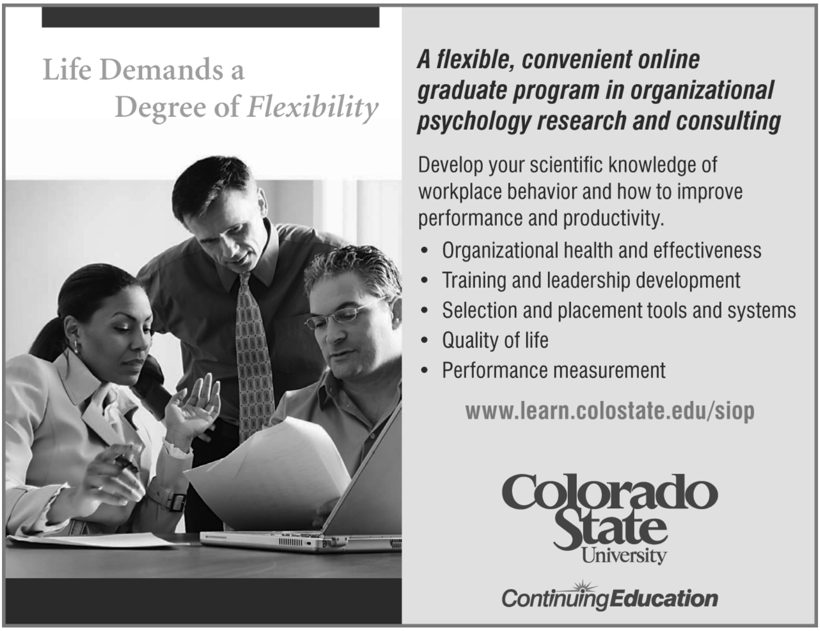
Dr. Amel: Engaging students in varied ways over long periods of time is fascinating and rewarding. I'm also grateful for the professional development support that my institution offers, as well as the broad scope of proposals that are accepted for internal grant money and sabbaticals.

What advice do you have for graduates interested in academic positions at an undergraduate institution?

Dr. Bulger: Squeeze in as much teaching experience as you can while still a graduate student, but NEVER, NEVER let it interfere with your scholarly activities. Even at teaching institutions, what you produce as a graduate student is used as a hiring criterion. Furthermore, once you do land a job, it's a great idea to bring as much data with you as you can, given that resources can be tight at smaller schools. Smaller institutions will also look favorably on experience teaching core psychology courses, such as Statistics, Methods, or Intro Psych, as well as I-O courses.

Dr. Prehar: After being on both sides of the job search (seeking & hiring), I think it is important to remember that there is always variability within groups. In other words, some undergraduate institutions have higher scholarship expectations than others, some expect more service than others, and so on. In general though, I would recommend seeking out as many teaching opportunities as possible. In my experience, applicants who have only served as TAs are rarely in our list of top candidates. Also, be flexible with the courses you are willing to teach; most undergraduate institutions will want you to contribute to their core courses as well as teach specialized ones in I-O. With respect to scholarship, be prepared to explain how you can involve undergraduates in your research. You may also want to think about how you could be “creative” in conducting research with limited resources. Lastly, evidence of undergraduate advising and/or service to your department can help you stand out from other doctoral candidates. Look for little ways to demonstrate activity in these domains as well (e.g., giving a talk at Psych Club, serving in a graduate organization).

Dr. Amel: Take advantage of workshops and programs that teach about teaching. Also, find out whether there are mentoring programs at your graduate institution. These programs often match you with award-winning teachers, as well as offer observation, feedback, and recommendations about your pedagogy.



A flexible, convenient online graduate program in organizational psychology research and consulting

Develop your scientific knowledge of workplace behavior and how to improve performance and productivity.

- Organizational health and effectiveness
- Training and leadership development
- Selection and placement tools and systems
- Quality of life
- Performance measurement

www.learn.colostate.edu/siop

Colorado State University

Continuing**Education**

It is 2010,

have a yen

for true competency-based tools?

UNITED STATES PATENT AND TRADEMARK OFFICE
DEPARTMENT OF COMMERCE

FACT: Only one company has the Federally issued trademark and exclusive rights to provide goods and services under

Competency Management®

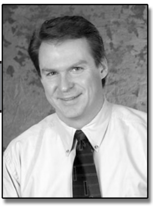
Deal with the source since 1992

Competency Management Incorporated®

We provide field tested, proven and legally compliant competency-based programs and products designed and backed by Ph.D. Psychologists, including:

•integrated competency driven total HR systems
•management assessment, 360s, & linked development
•employee & client surveys linked to financials
•employee selection & competency testing
•quality & customer satisfaction programs
•EEO, ADA, ADEA Litigation support

For the genuine product contact
Competency Management Incorporated®
www.competencymanagement.com or www.cmihr.com
email competencyinfo@cmihr.com
call +1 313.885.4421



MAX. CLASSROOM CAPACITY

Marcus W. Dickson
Wayne State University

One of the ways we can look at expanding our **Max. Classroom Capacity** as I-O educators is to turn to those who have been recognized as having a pretty darned high capacity already. Each year, SIOP recognizes one member with the Distinguished Contributions in Teaching Award, and in 2008, **Dr. Mikki Hebl** of Rice University received the award. (Past recipients include **Paul Muchinsky, Roseanne Foti, Chuck Hulin, John Binning,** and myself.)

In earlier volumes of *TIP*, Paul, Roseanne, and I have written articles reflecting our various views on teaching excellence. You can find links to them at the SIOP Teaching Aids Wiki, at http://siopwiki.wetpaint.com/. I thought it would be good to hear from Mikki this time, and so without further ado, I'll turn these pages over to her.

Successful Teaching Isn't Watching Students Achieve at Your Level—It's Watching Them (and Ensuring That They) Rise Above It

Mikki Hebl
Rice University
2008 Recipient of SIOP's Distinguished Contributions in Teaching Award

"Don't include a teaching portfolio in your application to research universities."

"Don't spend too much time on teaching—it just doesn't matter."

"At this [Rice] university, you will get tenure if you're a good researcher and a bad teacher, but you won't get tenure if you're a good teacher and a bad researcher…and you can't be good at both."

I received all of this advice prior to and upon arriving at my job in industrial-organizational psychology at Rice University. In fact, the theme of such statements was one of the reasons I almost chose a job at a school focused predominantly on teaching (Davidson College) over Rice University. The main impetus behind getting my PhD in psychology was foremost a love of the teaching occupation. Growing up in a very small town in Wisconsin where only seven of my local high school classmates went on to college, I was fully inspired by my teachers: They served as a stream of role models, each filling my mind with knowledge and possibilities, and nurturing in me the idea that I could achieve great things if I set high goals and worked hard. Not surprisingly, I wanted to be one of them. So, when I entered graduate school and went on the job market, I could not wait to become the quintessential teacher, to share my knowledge of and the passion I had for psychology, to nurture and inspire in students confidence and a lifelong quest for learning, and to show students that they could also achieve great things regardless of their backgrounds.

After much debate, I decided to take the job at Rice over Davidson. However, in the end, I did everything opposite of the pieces of advice (listed previously) that I was given. That is, I sent in a teaching portfolio when I applied to Rice (which to me, reflected how much I valued teaching); I spent and continue to spend an enormous amount of time on my teaching and with students; I have made teaching matter; and (I believe) I got tenure at Rice because it is possible to be adept at both research and teaching. As a result, I am an extremely happy associate professor in my 11th year at Rice and 12th year of academia, and I love my job now just as much, if not more, than when I first started.

I was delighted—fairly ecstatic—to have been the recipient of the SIOP Distinguished Teaching Award. And it was a complete privilege for me to give a teaching-related address this year at SIOP's conference. This was, in part, because I love to talk about teaching. But it was also because the audience was mostly comprised of my former students who are now my very successful and beloved colleagues.

Although it would probably serve me well to recap what I talked about at SIOP, I can't fully do justice to it because I made the audience take an oath that day that "what was said in the room would remain in the room," and I named names of former students and described some very personal anecdotes. What I *can* recap, however, is the point of the five anecdotes I shared. And they addressed what I believe are important messages for teachers to remind themselves of on a regular basis. Here's hoping you already know them and hold them as tenets too…

First, teachers have the power to change lives. Maybe a life is changed because a student fell in love with the subject material. Maybe it's because a student gained experience in a lab and realized thereafter that he/she wanted to pursue psychology as a career. Or maybe it's because a simple lesson delivered in a lecture or a simple statement of encouragement directed toward a particular student hit him/her at a critical moment in his/her intellectual or psychological development. And changed the student. Immutably. Be aware of this power and try not to abuse it. Rather, use it to shape students' lives positively and inspire them to be the best they can be. Assume every day that that impressionable student is out there waiting to hear your message.

Second, teachers do not always know *which* students they are influencing. Just because a teacher doesn't get rave reviews, or feedback in any way, doesn't mean that the teacher isn't having a powerful influence. Yes, teachers often influence those with whom they worked closely (e.g., graduate students, undergraduate honors theses students). But teachers also influence other, less likely suspects! Perhaps it is the quiet student in the back of the class who seemed bored the whole semester, or the student who only took your class only because it was a requirement, or the student who was fairly annoying and challenged you all semester long. Again, assume that you are influencing every single student in the class. And be awed and careful with the power and influence that you hold.

Third, teachers' expectations are profoundly important and should be uniformly high for their students, whether or not they are minority, disabled, or otherwise diverse individuals. I have been amazed when I think back on my career and recall my first impressions of students. And just how wrong many of these impressions played out to be. Surely there are times when teachers expect too much out of students, but such high expectations (according to Robert Rosenthal) often produce remarkable performance. Rather, it is teachers' low expectations, sometimes linked with markers of diversity, which can have profoundly terrible consequences. Some of the students I have had were diverse in very different ways: Some had self-inflicted diversity (e.g., an unimaginable number of earrings in a particular ear, hair colors ranging from fluorescent pink to skunk-like, Goth clothing complete with black capes) whereas others came to class without such choice, in wheelchairs or with walking sticks or canes. What I learned, even though I am a discrimination researcher, is that I too am prejudiced and held negative stereotypes of many of these students. And then they surprised me. Pleasantly. In any number of ways. And I learned that I must always work on recognizing and not acting upon these stereotypes. Because, to use a famous quote, "there is real bigotry in low expectations." And everyone deserves to be held to high standards and expected—and shown how—to excel.

Fourth, teachers are privy to seeing a great deal of the vulnerability that exists in student populations. The college years are the formative ones and quick on the tails of those often troubling adolescent ones. Students are still trying to figure out who they are and in college, it is suddenly compounded with figuring out what they should become, who they should befriend, who they should date, and how they should excel. The additional pressures to lose weight, try drugs, achieve A's, and perform well in extracurricular are excessive. Students in college don't just need the information in Chapter 12; they need the answers to living well. As teachers, I am hopeful that we give students not only what they need to succeed but also what they need in order to live their lives successfully.

Fifth and finally, I believe that successful teaching isn't watching students achieve at your level. It's watching them (and ensuring that they) rise above it. I have been so extremely fortunate to have had streams of outstanding students, both at the undergraduate and graduate level. And to watch how well each of them has done and how much each of them has learned and is now performing is downright amazing. They are not carbon copies of me; they are much improved versions. And it is one of the most fulfilling aspects of my professional (and personal) life to watch each succeed. I think about them often and feel pride and gratitude in having played some role in their educational and professional paths.

There is a lot more I could say about teaching. But I profess that I profess too much. So, in conclusion, I would just say, once again, that I am delighted to have received the award and hope that I always remain a teacher who cares and inspires others, just as my own teachers have done to me.

How can you be sure
you hire the best people
for your jobs?
Give 'em the job for an hour or two...
using a Work Sample
developed by AccuRater.

AccuRater specializes in the development and validation of **Work Sample Selection Tests.** Job candidates, after a brief training period, are asked to perform work activities similar to those performed on the job.

Considerable research has been done on Work Samples. Some key results:

1. Work Samples consistently exhibit criterion validation coefficients **greater than** Personality Tests, Biodata, Situational Judgment Questionnaires, and equal to those of General Mental Ability Tests.
2. Applicants cannot distort their responses on Work Sample Tests.
3. Applicants tend to react positively to Work Samples. They have favorable impressions of the hiring organization, are more likely to accept a job offer and less likely to challenge Work Sample Selection Tests.

AccuRater develops its Work Samples based on careful evaluation of your target jobs.

AccuRater INC.
SINCE 1985

USE THE BEST... SELECT THE BEST!

Contact Berta to arrange a visit
770-993-9957 voice
770-640-9628 fax
berta@accurater.com email

PRACTICE PERSPECTIVES

Practitioner Cohort Differences: Different Career Stages or Changing Views?

Rob Silzer, Anna Erickson, and Rich Cober*

SIOP membership is becoming more diverse in work activities and responsibilities. I-O practitioners can be found in a broad range of business organizations, government organizations, consulting firms, and academic positions. Many members now have 30+ years of experience in the field, and some are contemplating retirement.

We were interested in investigating whether there are differences in the professional views among practitioners with different years of experience. Do practitioners earlier in their careers differ significantly in their views from those in more advanced career stages? Are those differences due to the impact of the career stage or to changing generational views?

Respondent Sample

To investigate these questions we utilized data from the 2008 Practitioner Needs Survey (see references). A total of 1,005 survey recipients responded to the survey (a 37% response rate).

For this study, we limited our sample to respondents who were full Members or Fellows, had obtained a PhD, and were full-time practitioners (n = 465). As described in previous *TIP* articles (see references), full-time practitioners were identified as respondents who reported devoting “70% or more of work time” to being a practitioner.

We divided this sample into subgroups based on responses to two questions:

Question 21. In what year did you obtain your highest degree?

- Before 1970
- 1970–1979
- 1980–1989
- 1990–1999
- 2000–2008

Question 22. Please indicate the number of years you have practiced in an I-O psychology related field.

- < 5 years
- 5–9 years
- 10–14 years
- 15–19 years
- 20+ years

---

* Author affiliations: Rob Silzer–HR Assessment and Development & Baruch/CUNY, Anna Erickson–Questar, Rich Cober–Marriott International.

The Pearson's correlation between the two continuous variables was $r = -0.91$ ($p < .001$). The actual respondent distribution on these variables can be found in Table 1. It is worth noting that just over 40% of the sample has 20+ years of experience—a highly experienced group.

Table 1
Respondent Sample Distribution on Year Obtained Highest Degree (Q21) and Years Practiced in I-O Psychology-Related Field (Q22)

	Years practiced in an I-O psychology-related field						
Year obtained highest degree	<5	5–9	10–14	15–19	20+	Missing	Total
Before 1970					16		16
1970–1979			1		59	1	61
1980–1989				5	81	3	89
1990–1999	1	3	57	68	25	4	158
2000–2008	28	55	40	11	2	3	139
Missing data				1	1		2
Total	29	58	98	85	184	11	465

I-O psychology practitioners in this sample work in a variety of employment settings (see Table 2) with:

- 38% in consulting firms
- 26% in private-sector business
- 18% in independent practice
- 12% in public-sector organizations
- 3% in nonprofit organizations
- less than 1% in academic settings

It should be noted that respondents self-selected their own work setting. Some practitioners who started their own consulting firm but who are the sole employee may have self-categorized into either consulting firms or independent practice. The distinction between these two categories is not well defined. A total of 57% of the respondents are either in consulting firms or independent practice.

Table 2
Respondent Sample Distribution by Year Obtained Highest Degree (Q21) and Primary Employment Setting

	Year obtained highest degree (Q21)						
Primary employment setting	Before 1970	1970–1979	1980–1989	1990–1999	2000–2008	Missing	Total
Consulting firm	11	29	29	56	52		177
Independent practice	5	20	30	22	5	1	83
Nonprofit organization				5	7		12
Private-sector business		5	20	54	40	1	120
Public-sector organization		5	7	15	30		57
Academic institution			1	1	2		4
Other		2	2	3	1		8
Missing				2	2		4
Total	16	51	89	158	139	2	465

One trend is that practitioners in independent practice typically received their degrees before 1990. It is likely that these individuals had early-career experiences in other settings, such as large consulting firms or business organizations, and then started their own consulting practice. This is a fairly well-known career path for I-O practitioners. In addition, the number of practitioners working in public-sector settings is larger for early-career practitioners. This might mean that there are a growing number of entry positions available in the public sector or that more senior practitioners leave the public sector for other work settings.

Practice Activities

We were interested in finding out if the importance placed on various work activities of practitioners varied by experience. In the 2008 survey, 17 practice activities were listed for respondents to rate. Respondents were asked two related questions:

1. *Importance*: "How important are each of these activities to your current effectiveness as a practitioner?" The response options were (a) *highly important*, (b) *important*, and (c) *not important*.

2. *Primary source*: "For the activities that are "highly important" or "important," please indicate what your primary source has been for gaining proficiency (knowledge and skills) in each area." Response options were (a) *graduate school,* (b) o*n the job learning/self-learning,* and (c) *structured training/development (postgraduate)*.

Table 3 lists those activities for which subgroups differed significantly in their ratings of importance based on analysis of variance (ANOVA). Only those items which showed statistically significant differences are displayed in this and all other tables.

Table 3

Importance Ratings for Practitioners by Year Since PhD

	Mean importance rating (1 = *highly important*, 2 = *important*, 3 = *not important*) Year of highest degree					
Practice activities	Before 1970	1970–1979	1980–1989	1990–1999	2000–2008	ANOVA *F*-value
Managing work projects and administrative activities	2.00	1.59	1.46	1.33	1.30	7.81**
Coaching others and providing feedback	1.44	1.77	1.71	1.70	1.94	3.47**
Leading and managing others	1.93	1.79	1.90	1.63	1.83	2.46*
Conducting primary research and data analysis	2.47	2.20	2.42	2.19	1.97	5.43**
Writing reports, articles, chapters (nonresearch)	1.60	2.00	2.24	2.34	2.06	6.17**
Managing a business	1.73	1.57	1.79	2.02	2.42	14.83**
Writing for a scientific journal	2.67	2.79	2.88	2.92	2.78	3.93**

Notes: $^{*}p < .05$, $^{**}p < .01$ based on ANOVA.

Items are listed in the order they were rated as important by all full-time practitioners.

Importance of Practice Activities

The importance of practice activities among practitioner subgroups was significant for 7 of the 17 practice activities:

- Advanced-career practitioners give higher importance to:
  - Managing a business
  - Coaching others and providing feedback
  - Writing reports, articles, chapters (nonresearch)
- Early-career practitioners give higher importance to:
  - Conducting primary research and data analysis
  - Managing work projects and administrative activities
- Mixed results (nonlinear)
  - Leading and managing others
  - Writing for a scientific journal (early- and advanced-career practitioners give higher ratings)

These results seem consistent with role differences across career stages. Early-career practitioners are logically more focused on *work projects* and *data analysis.* Senior practitioners are more likely to focus on senior role activities such as *managing a business* and *coaching others* and may have more opportunity to *write nonresearch reports and chapters*. It is worth noting that the importance of conducting primary research decreases and the importance of writing nonresearch reports and chapters increases with career stage. The general results seem most consistent with a career stage model of I-O practice.

Primary Source for Gaining Proficiency

Survey respondents were asked to indicate the primary source of gaining proficiency in each of these activities. There was significant variance across nine activities among the practitioner subgroups (see Table 4).

Table 4
Primary Source for Gaining Proficiency by Practitioners by Year Since PhD

		Subgroup respondent %				
		Year of highest degree				
Practice activity	Primary source for gaining proficiency:	Before 1970	1970–1979	1980–1989	1990–1999	2000–2008
Managing work projects and administrative activities*	Graduate school	0%	4%	1%	6%	12%
	On the job learning/ self-learning	90	93	96	87	86
	Structured training/ develop (postgrad)	10	4	3	7	2
Implementing and delivering programs and/or tools*	Graduate school	0	6	9	11	17
	On the job learning/ self-learning	80	91	83	82	79
	Structured training/ develop (postgrad)	20	4	8	7	4

Table 4 *(continued)*

		Subgroup respondent % Year of highest degree				
Practice activity	Primary source for gaining proficiency:	Before 1970	1970–1979	1980–1989	1990–1999	2000–2008
Making presentations**	Graduate school	0	3	5	15	29
	On the job learning/ self-learning	100	95	89	79	68
	Structured training/ develop (postgrad)	0	2	6	7	3
Developing and designing systems, methods and/or programs**	Graduate school	29	21	21	34	46
	On the job learning/ self-learning	64	77	74	58	53
	Structured training/ develop (postgrad)	7	2	5	8	1
Coaching others and providing feedback**	Graduate school	7	16	7	2	12
	On the job learning/ self-learning	86	73	70	79	82
	Structured training/ develop (postgrad)	7	12	23	18	6
Conducting selection and development assessments**	Graduate school	33	35	35	44	60
	On the job learning/ self-learning	47	44	46	46	34
	Structured training/ develop (postgrad)	20	21	19	11	6
Leading change management & OD efforts*	Graduate school	10	9	9	11	19
	On the job learning/ self-learning	60	80	69	78	77
	Structured training/ develop (postgrad)	30	11	22	11	4

Notes: *$p < .05$, **$p < .01$ based on ANOVA.
Items are listed in the order they were rated as important by all full-time practitioners.

- Advanced-career practitioners rate higher:
  - “On the job learning/self-learning” as primary source:
    - Managing work projects and administrative activities
    - Making presentations
    - Developing and designing systems, methods, and/or programs
  - “Structured training (development postgraduate)” as primary source:
    - Leading change management and OD efforts (although 70% say primary source is “on-the-job learning”)
- Early-career practitioners rate higher:
  - “Graduate school” as primary source:
    - Implementing and delivering programs and/or tools (although 80% say primary source is “on-the-job learning”)
    - Making presentations (although 60% say primary source is “on-the-job learning”)
    - Developing and designing systems, methods and/or programs (although 50% say primary source is “on-the-job learning”)
    - Conducting selection and development assessments

- Mid-career practitioners rate higher:
    - “Structured training (development postgraduate)” as primary source:
        - Coaching others and providing feedback (although 70% say primary source is “on-the-job learning”)

These results may have multiple explanations. Early-career practitioners are more likely than other subgroups to cite “graduate school” as the primary source for gaining proficiency in many activities. This might be the result of changes in graduate school curricula. However, because early-career practitioners have limited postgraduate school experience, this may just reflect limited real-world experience. One might expect a much larger effect if the differences were the result of graduate school changes. One of the largest effects was for *conducting selection and development assessments* where the percent of practitioners citing graduate school as the primary source of proficiency increases from 38% to 66% for early-career practitioners. This might be due to graduate school changes as assessments have become more important to the field or to the impact on proficiency of real-work experience.

Senior practitioners more frequently than other subgroups cite “on-the-job learning” and “structured learning” as the primary proficiency source. Many of these practitioner activities are less likely to be studied in graduate school and more likely to be learned through job experience. So these results also seem consistent with a career stage model.

In the 2008 survey results, full-time practitioners rate the majority of the work activities as highly important or important to their current effectiveness. Practitioners also say they primarily gained professional proficiency in 15 of the activities by “on-the-job learning/self-learning.”

Professional Resources Used

Differences in the use of professional resources among practitioner subgroups were limited. Only two professional resources were used differentially in the last 12 months among the subgroups (see Table 5).

Table 5
Resources Used by Year Since PhD

	Subgroup respondent % Year of highest degree					
Professional resources	Before 1970	1970–1979	1980–1989	1990–1999	2000–2008	*F*-value
Books: business, human resources	100%	87%	82%	77%	71%	3.28**
Articles and publications psychology, I-O (nonresearch)	88	89	78	66	73	3.46**

Note: $*p < .05$, $**p < .01$ based on ANOVA.

- Advanced-career practitioners–more likely to have used:
    - Books: business/human resources
    - Articles and publications: psychology, I-O (nonresearch)

As practitioners advance in their careers they are exposed to a wider range of books, articles, and publications, so it makes sense that they have greater access to these resources and are more likely to use them than early-career practitioners.

These results seem consistent with a career stage explanation. There is no obvious other reason why earlier career practitioners would value books, articles, and publications less than other subgroups, but they may just have less experience using them or less access to them.

Professional Development Activities

Respondents were asked, *How valuable would each of these activities be to I-O practitioner development if SIOP provided them (assume that they would be high quality and low cost)*? Participants were asked to indicate whether 20 potential activities would be *highly valuable, valuable,* or *not valuable*. The variance in responses across full-time practitioner subgroups can be found in Table 6.

Table 6

Mean Value Ratings for Professional Development Activities by Year of Highest Degree

	Mean value rating (1 = *highly important*, 2 = *important*, 3 = *not important*) Year of highest degree					
Professional development activities	Before 1970	1970–1979	1980–1989	1990–1999	2000–2008	*F*
Resources						
Make I-O research and reference materials more readily available	1.69	1.51	1.67	1.54	1.31	6.11**
Provide a practitioner journal or newsletter	1.75	1.66	1.74	1.56	1.46	2.90*
Provide more online resources (annotated literature, Q&A on practice areas)	1.50	1.57	1.56	1.52	1.35	2.75*
Networks						
Provide more opportunities for building professional networks, mentoring, and teaching others	2.00	2.02	1.96	1.87	1.65	5.25**
Organize practice discussion list sharing (of ideas or datasets to researchers)	2.31	2.23	2.27	2.24	2.03	2.51*
Provide practice benchmark surveys and opportunities to share best practices	1.87	1.79	1.79	1.72	1.53	3.34**
Career support						
Provide early-career development for practitioners	1.81	2.02	2.18	2.01	1.67	8.29**
Provide more help in finding practitioner job opportunities	2.00	2.08	2.14	1.86	1.73	5.57**
Research						
Fund practice-related research and practice projects	2.06	2.30	2.33	2.13	2.04	3.13*

Note: $*p < .05$, $**p < .01$.

Early-career practitioners value professional development activities slightly more than other subgroups, probably because those activities can be helpful in starting an I-O career. Mid-career practitioners value two activities—*provide article and book summaries, research, and professional press; provide a practitioner journal or newsletter*—more than other subgroups and probably would find these development activities useful in their work. Advanced-career professionals value one activity more than other subgroups: *Provide more online resources*.

Career stages might be at least part of the reason for these differences. However, additional development resources are valued by all full-time practitioners. The 2008 survey found that all the development activities are highly valued by all practitioner categories. Full-time practitioners, in particular, value additional education, training, and practice-specific information (practice-related publications, summaries, online resources).

Professional Knowledge and Skills Training

A related question asked survey respondents, *How valuable would knowledge or skills training in these areas be to your professional development if SIOP provided them?* Fifteen training topics were provided, and respondents were asked to indicate whether each would be *highly valuable, valuable,* or *not valuable* if provided by SIOP.

The variance in responses across the subgroups can be found in Table 7.

Table 7

Mean Value Ratings for Knowledge and Skill Training by Year of Highest Degree

	Mean value rating (1 = *highly important*, 2 = *important*, 3 = *not important*)					
	Year of highest degree					
Knowledge and skill training	Before 1970	1970–1979	1980–1989	1990–1999	2000–2008	*F*-value
Consulting skills	2.00	1.92	1.78	1.69	1.55	3.63**
Organizational assessment/program evaluation	1.69	1.92	1.82	1.64	1.66	2.42*
Job/competency analysis skills	2.25	2.16	2.21	2.06	1.83	4.62**
Leadership skills (influencing, motivating)	2.13	2.02	2.06	1.85	1.73	3.68**
Strategic skills (thinking, planning)	2.00	1.95	1.93	1.76	1.57	5.16**
Project management skills	1.88	2.02	2.01	1.94	1.68	3.66**
Communication skills (presenting, writing, etc.)	1.94	2.36	2.34	2.07	2.00	4.29**
I-O technical knowledge/skills (selection, survey design, performance management)	2.19	1.80	1.94	1.81	1.69	2.69*
HR knowledge and systems	2.25	2.22	2.14	1.96	1.73	8.46**
Business management (knowledge and skills)	2.00	2.10	2.07	1.81	1.66	6.34**

Note: $*p < .05$, $**p < .01$.

The results suggest that:

- Early-career practitioners rate higher:
    - Job/competency analysis skills
    - Project management skills
    - I-O technical knowledge/skills
    - HR knowledge and systems
    - Business management (knowledge and skills)
- Early- and mid-career practitioners rate higher:
    - Consulting skills
    - Organizational assessment/program evaluation
    - Leadership skills
    - Strategic skills
    - Communication skills

Based on these results it seems that early-career practitioners are eager to participate in a range of knowledge and skill training. No doubt they see this as helpful to their careers, although it raises questions about how much training they are receiving in any of these areas in graduate school. Mid-career practitioners rate training in some areas as more valuable than other subgroups (consulting, organizational assessment, leadership, strategic, and communication skills). As I-O practitioners move into a wider range of career positions, it seems likely that these skills will increasingly be required to be successful. Perhaps a case can be made for a changing views rationale for the differences.

In the 2008 survey at least 60% of full-time practitioners (as well as part-time and occasional practitioners) rated almost all training areas as highly valuable or valuable. See the final survey report for specific results.

Satisfaction With SIOP

SIOP support for practitioner-related needs is an important issue for I-O psychology. Respondents were asked, *How satisfied are you with SIOP in these practitioner areas?* with 12 practitioner-related items. In this analysis no significant differences in satisfaction were found across the practitioner subgroups for any of the items. Levels of satisfaction/dissatisfaction are consistent across these subgroups. The 2008 results found that “I-O psychology practitioners are dissatisfied with how well SIOP is meeting their professional needs, particularly in the areas of

- SIOP leadership understanding of key practice issues
- Opportunity for practitioners to influence SIOP decisions and future direction
- Providing a clear vision of the future of I-O psychology and practice
- SIOP support for practitioners who want to get licensed
- SIOP support for advancing members’ I-O practice careers

Science–Practice Gap

The 2008 survey results on the perceived gap between I-O science and practice has been presented in two previous *TIP* articles (see references). Respondents were asked to indicate, *In which areas do you find* ***the biggest gap*** *between the available science/research on a topic and actual organizational practice in your work?* Respondents evaluated the gap in 26 content areas and identified whether (a) *practice was ahead of science/research*, (b) *science/research was ahead of practice*, (c) *little or no gap exists*, or (d) *do not know.*

Practitioner subgroups varied in their responses in only two of the 26 areas. The variances are reported in Table 8.

Table 8

Science Practice Gap by Year of Highest Degree

		Subgroup respondent % Year of highest degree				
I-O content areas		Before 1970	1970–1979	1980–1989	1990–1999	2000–2008
Employee recruitment**	Practice ahead	36.4%	74.4%	63.0%	73.8%	47.6%
	Science/research ahead	0	5.1	11.1	5.8	16.7
	Little or no gap	63.6	20.5	25.9	20.4	35.7
Job and work analysis*	Practice ahead	16.7	28.9	14.9	8.3	7.3
	Science/research ahead	41.7	42.2	50.7	50.4	49.0
	Little or no gap	41.7	28.9	34.3	41.3	43.8

Notes: Only items that showed statistically significant differences variance are included based on Pearson chi-square.
$^*p < .05$, $^{**}p < .01$.

No significant differences were found between practitioner groups for the other 24 areas included in the original survey. The results suggest that as practitioners gain more experience they become more aware of actual organizational practices in some areas (i.e., recruiting) and may be more likely to see practices ahead of science. But what was most important is that there were few differences among the subgroups. See the survey final report for overall results.

Promotion of I-O Psychology

Survey respondents were asked, *How valuable would each of these activities be to better promote I-O psychology practice and science by SIOP?* Eleven activities were provided and respondents were asked to indicate *highly valuable, valuable,* or *not valuable* for each activity if pursued by SIOP. Only four were rated differently across groups. Mean ratings for perceived value are displayed in Table 9.

Table 9

Mean Value Rating for Activities to Promote I-O Psychology by Year of Highest Degree

	Mean value rating (1 = *highly important*, 2 = *important*, 3 = *not important*) Year of highest degree					
I-O psychology promotion activities	Before 1970	1970–1979	1980–1989	1990–1999	2000–2008	*F*-value
Position SIOP as the leading source of organizational psychology work & thinking to business community	1.50	1.53	1.35	1.25	1.33	3.12*
Be more visible at related conferences or hold joint conferences–SHRM, HRPS, ASTD, AOM, EAWOP, IAAP…	1.69	1.60	1.61	1.39	1.44	2.89*
Advertise in HR and business publications	2.13	2.07	1.94	1.88	1.63	5.35**
Promote licensure and practice standards	1.69	2.10	2.21	2.37	2.17	4.12**

Notes: Items are listed in the order they were rated as important by full-time practitioners.
$*p < .05$, $**p < .01$

The results suggest that early- and mid-career practitioners particularly value activities promoting I-O psychology. They put particular emphasis on tangible marketing activities, such as advertising and conferences. The strong support among all full-time practitioners for almost all 11 activities (see survey final report) suggests the views of all practitioners may have changed and are more supportive of active marketing efforts now than 10 or 20 years ago.

The overall 2008 survey results indicate that SIOP members strongly value efforts to support and promote I-O psychology, in particular “Positioning SIOP as the leading source of organizational psychology work and thinking to the business community.”

Licensure Issues

Several questions related to licensing issues were included in the survey.

Identification as a Psychologist

One central question asked, *Do you consider yourself to be a psychologist?* Most respondents in all practitioner categories responded *Yes* (ranging from 77–94%, 87% of full-time practitioners). The variance among full-time practitioner subgroups was not significant (based on year obtained highest degree [Q21]):

	% responding yes (Consider self a psychologist)
Before 1970	100%
1970–1979	100%
1980–1989	93%
1990–1999	92%
2000–2008	94%

Licensure Preparation

Respondents were asked, *To what extent did your graduate program adequately prepare you to meet licensure requirements?* The variance among full-time practitioner subgroups was:

	To great extent	To moderate extent	To little extent	To no extent	Do not know
Before 1970	38%	25%	6%	19%	13%
1970–1979	28	34	5	13	20
1980–1989	16	27	19	13	25
1990–1999	10	16	18	14	42
2000–2008	6	4	17	21	52

There is significant variance across these member groups (Pearson chi-square two sided = 82.8, p = .000). These results suggest an increasing lack of knowledge by early-career practitioners about licensure requirements. It may suggest that graduate schools are giving less attention to licensure requirements. In addition, there may less concern about licensure for the increasing number of practitioners who work in business organizations. It does raise questions about how SIOP and practitioners will address the licensure issues raised by the evolving APA Model Licensing Act.

Potential for Public Harm

Respondents were asked, *Could individuals or their employer organizations potentially be harmed (i.e., experience financial or emotional distress) if someone without advanced training in behavioral science tried to do your work?* The variance among practitioner subgroups was:

	Very likely	Somewhat likely	Somewhat unlikely	Very unlikely
Before 1970	19%	56%	12%	12%
1970–1979	53	26	18	3
1980–1989	33	33	26	9
1990–1999	24	36	27	14
2000–2008	24	43	19	13

The responses do significantly vary across these full-time practitioner subgroups (Pearson chi-square two sided = 29.3, p = .004). Most full-time practitioners across the subgroups (66%) responded *very likely* or *somewhat likely*) do see some potential for harm. Advanced career practitioners, with extensive experience, rate the likelihood of harm higher than other subgroups.

Member Interest in Licensure

To gauge general interest in being licensed, respondents were asked, *If licensing requirements were more appropriate for I-O psychologists, would you apply to be licensed?* The majority of full-time practitioners (65%) responded *yes*.

The variance among practitioner subgroups was:

	Yes	No	Current % licensed
Before 1970	75%	25%	81%
1970–1979	50	50	56
1980–1989	66	34	43
1990–1999	65	35	17
2000–2008	67	33	2

There is no significant variance across these member groups (Pearson chi-square two sided = 5.6, p = .232). These results suggest most full-time practitioners are interested in getting licensed if the licensing requirements were more appropriate for I-O psychologists. And the percent of practitioner does not vary much across the subgroups despite noticeable differences in the percent currently licensed.

APA has initiated a revision of the Model Licensing Act that could have far reaching implications for I-O psychology. SIOP members hold strong pro and con views on licensing issues (see references), so SIOP needs to be actively involved in influencing this process for the best interests of I-O psychology.

In some areas there may be changing views on licensure: decreasing knowledge about licensure requirements and less perceived licensure preparation by graduate schools; however, there is broad interest in getting licensed if the requirements are appropriate. The differences across full-time practitioner subgroups may reflect changes in views more than changes in career stages.

Conclusions

It is difficult to draw broad conclusions based on this data about the influence of career stages versus changing views. Because it is a cross sectional sample, actual effects are hard to tease apart. It does seem that the variance across subgroups is suggestive of career-stage differences in some areas:

- Importance of practice activities
- Primary source for gaining proficiency
- Professional resources used
- Professional development activities valued
- Science–practice gap

The variance across subgroups in other areas might be more likely attributed to changing views:

- Professional knowledge and skills training
- Licensure issues

The subgroup variance in the remaining area—promotion of I-O psychology—may reflect some impact of both career stages and changing views. However, it is hard to imagine this strong support for marketing and promoting I-O psychology existing 20 years ago.

Although these are some interesting results, caution should be used in interpreting this data given the limits of a cross-sectional sample. A more complete study should be initiated by SIOP to investigate and identify the actual career stages for SIOP practitioners. In particular, the SIOP Executive Board should support the Practitioner Career Study that has been proposed.

Practitioner Needs Survey References

Final Report

Silzer, R.F., Cober, R.T., Erickson, A.R., & Robinson, G. (2008, October). *Practitioner Needs Survey: Final survey report.* Society for Industrial and Organizational Society. Bowling Green. OH. (Available at http://www.siop.org/Practitioner%20Needs%20Survey.pdf)

TIP Articles

Cober, R. T., Silzer, R. F., Erickson, A. R. (2009, July). Science–practice gaps in industrial–organizational psychology: Part I–Member data and perspectives. *The Industrial-Organizational Psychologist, 47*(1), 97–105.

Cober, R. T., Silzer, R. F., Erickson, A. R. (2009, October). Science–practice gaps in industrial–organizational psychology: Part II–Perspectives of experienced I-O practitioners and researchers. *The Industrial-Organizational Psychologist, 47*(2), 103–113.

Erickson, A. R., Silzer, R. F., Robinson, G. & Cober, R. T. (2009, April). Promoting industrial-organizational psychology. *The Industrial-Organizational Psychologist, 46*(4), 45–56.

Silzer, R. F., Cober, R. T., Erickson, A. R. & Robinson, G. (2008, July). Practitioner satisfaction with SIOP. *The Industrial-Organizational Psychologist, 46*(1), 43–58.

Silzer, R. F., Erickson, A. R., & Cober, R. T. (2009, January). Licensing and industrial-organizational psychologists. *The Industrial-Organizational Psychologist, 46*(3), 89–99.

Silzer, R. F., Erickson, A. R., Robinson, G. & Cober, R. T. (2008, October). Practitioner professional development. *The Industrial-Organizational Psychologist, 46*(2), 39–56.

Let's talk...
about people performance

Do you have the assessments you need to guide your clients' selection and development of people at all levels?
SHL partners with HR consultants around the world to support their client engagements. Find out how you can apply SHL personality and ability assessments to hire better, faster and develop managers, leaders, sales professionals and more effective teams.

Exclusive offer for consultants

Become an SHL Partner and benefit from product discounts, free online training, an assessment delivery website, access to our team of expert Product Consultants, and all the support you need from a dedicated Partner team.

Get started today

1.800.899.7451
www.shl.com/joinSPN

shl®
PEOPLE PERFORMANCE

PRACTITIONERS' FORUM

Judith S. Blanton
RHR International

For this edition of **Practitioner Forum**, I want to focus on the growing international practices of our members. Our clients are becoming more global, and in order to serve them, I-O psychologists also have to become more global in viewpoint and practice. The Leading Edge Consortium's topic for October 2009 was Selection and Assessment in a Global Setting, underlining the work that I-O psychologists are doing in this area. **Sandra (Sandy) Shullman, William (Bill) Mobley,** and **John Fulkerson** are just three of the growing number of SIOP practitioners who work in this challenging setting. They spoke to me about emerging needs in global companies, skills they believed were critical for success in this arena, and implications for the training of I-O psychologists who want to work globally.

Emerging Needs/Issues Faced by Global Organizations

All three practitioners described the lack of mid- and upper-level talent available as countries move toward a market economy. Bill described how the need for talent has increased because cost cutting has encouraged companies to recall their Western expats and promote local leaders before they are fully prepared. High-potential employees who have been excellent as "doers" are now being asked to become "developers" of their own teams as well as developers of clients and new business. Sandy noted that many young Chinese managers have great (often unrealistic) expectations about their careers and "don't know what they don't know." The need for coaching and accelerated development in the international community is a growing opportunity for I-O psychologists. When expats are used, they too often derail. Lack of understanding of the local culture can severely hamper success. Here again, I-O psychologists can help select, develop, and provide experiences to help the expats succeed.

Innovation and creativity is increasingly on the agenda internationally. Bill reported that these qualities are often a challenge in developing economies where the emphasis in education has been on rote memory and hierarchy with little development of creative thinking. I-O psychologists can help such employees who expect to be "told" and are accustomed to hierarchical systems to develop "out of the box" thinking and to value "give and take."

Measurement and testing in the international arena is often poor. Too often tests are home grown with insufficient attention to validation. Even instruments that were well validated in the English speaking world are often poorly translated, and simply "translating" the tool into another language does not guarantee that the instrument is valid for the new setting. This was a major theme in the Leading Edge Consortium in October 2009. *(Check out the DVD that contains the presentations, available from the SIOP office.)* Improving international assessment and testing is both a challenge and an opportunity for I-O psychologists.

Mergers and acquisitions are increasing evident globally and more often occurring across national borders. Bill described a merger (and subsequent restructuring project) with a global pharmaceutical corporation that affected a very diverse group of employees based in seven Asian countries and Australia. Although ambiguity and stress is typical of all M&As, the impact in China was exacerbated because of the importance of relationships in Chinese culture. Feelings of betrayal and loss of trust were particularly prevalent with a population that had little experience with a market economy, few job search skills, or ways to cope with this level of ambiguity. The ambiguity, in such cases, became debilitating to many employees, so Bill and his colleagues worked to assist these managers and executives deal with the stress and move to a problem-solving stance. Sandy reported that M&As are increasingly being initiated by non-Western companies. She spoke about the need for North American companies to adapt to ownership from abroad and to their acquirers' (often very different) version of a market-driven economy.

Improving local compliance with corporate organizational policies is a challenge when managing a global company. In cultures where it is expected that you hire your relatives, policies regarding nepotism are often ignored. Similarly, where "incentives" (what Westerners may call "bribes") are often used to obtain business or where intellectual property rights are ignored, merely issuing edicts forbidding such behavior is rarely effective. I-O psychologists can have a role in integrating the value structures of an organization across cultures that have different traditions.

Sandy described her personal challenge of dealing with others who have very different ideas about what is "right or fair," how to do business, or how women should be treated. At the same time, she described how she was struck by the idealism of some of her clients and a strong sense of mission on behalf of their country. For example, she talked about South African executives whose goals went far beyond traditional Western "business" goals and involved a deep commitment to finding ways to reduce poverty and disease.

John discussed how important it is to keep abreast of local standard practices. Labor laws in Western Europe can be very strict and must be considered in offering solutions. In China, because many jobs were obtained and maintained through political or family connections, he found that it was difficult to institute changes in work rules. Breaks and naps, for example, would create issues with meeting production needs and were not regulated.

In countries confronting major upheavals in traditional values and family structures, Bill reported that managers and executives are now asking questions about what is important in their lives. Many have done very well economically but are now asking “Is that all there is?” Their search for values is manifest in the surge in religious affiliations in some areas. He suggests there may be a place for I-O psychologists to help these leaders clarify their values and cope with the wide number of choices they now have in their lives.

Skills and Attitudes Necessary for Success in Working Internationally

John Fulkerson made the point that although leading and managing practices may be called the same thing (e.g., giving direction), different cultures may have different mindsets about the operational or behavioral definition of that practice. A consultant must understand how the culture in which you are working views the world and what the operating mindsets are there. If you miss these, says John, you will offer wonderful, state-of-the-art solutions that have little or no chance of being put into practice.

Skills and Attitudes Needed

All three of the consultants interviewed pointed out specific attitudes and skills that they believed contribute to success when working internationally. Because our space is limited, I am able to present only a few of the important points they made.

Being able to speak the language of the country where you work is a well-documented advantage. But even when consulting with clients who speak excellent English, Sandy points out that they are not working in their mother tongue, and consultants need to be alert to subtle miscommunications and misunderstandings. Listening is a key skill with any set of clients but becomes even more critical when working across linguistic and cultural boundaries.

The meaning of a concept can also vary. John Fulkerson’s practice often focuses on the development of leaders. When working internationally, the definition of what specifically constitutes “leadership” varies with the culture. The global companies he works with generally develop a consistent model of “leadership,” but it may be differentially applied. For example, “drive for results” may be a core competency across the entire company, but it may manifest differently in different countries. “Drive for results” may be a long-term or a short-term description. John pushes his clients to consider concepts in terms of specific behaviors. What does it look like in terms of behavior? How does a local culture define “drive for results?” What does it look like *here*? Getting to the behavioral definition is likely to require much more dialogue in international settings.

Bill mentioned that few I-O programs emphasize the necessity of strong facilitation skills but noted that such skills are critical when working internationally. For example, he had a recent project involving vocal, active Australian and Indian leaders who were teamed with Chinese and Japanese leaders who were much more reluctant to speak up and more concerned with saving face. In order to improve team communication, Bill and his colleagues had to draw more heavily on facilitation skills than traditional I-O techniques.

There is not a clear consensus regarding how easily facilitation skills can be "taught." Sandy suggests that they must be learned through trial and error and require a stance of openness to new learning and willingness to restructure your agenda if it is not working.

I-O psychologists are trained to be "experts," but when working in other cultures, the challenge is to help the clients solve problems in *their* way, not to merely apply a North American solution. Sandy emphasized that this is not a small issue. The goal is that learning "takes place in the room," not that the consultant be the "fount of learning" through his or her expert role. As a field, she pointed out, we strive for a relatively high level of structure and clarity. We must deal with cultures that may not want or even need as much structure in order to operate. Sandy mused about the anxiety of not being in charge. She described the temptation to jump in quickly in order to reduce uncertainty and reduce your own anxiety about the lack of clarity. It is tempting to impose a (well-intended) solution rather than take the time and handle the ambiguity necessary to come to a solution that may be a better fit. We may need to become more comfortable with longer term, more ambiguous, continually evolving situations rather than trying to impose a short-term, even elegant, solution.

John echoed these sentiments and stressed the ability to compromise. He has found it is ineffective to have a rigid conception of how to get something done and has been more effective when he "iterates" to a solution. We may be trained to provide a solution with lots of "bells and whistles" and best practices; however, in many situations, the international consultant must begin modestly. For example, although John knows very well how to put together a world-class talent management system, in his initial work with a company in the developing world he simply got the CEO to agree to the value of assessing talent. Even this was a major step. Although the initial system was unsophisticated, as it gained acceptance he was able to build on it for the next iteration. In Year 2 he was able to begin to identify high-potential employees with more depth and by Year 3 he was able to get the organization to identify specific leadership skills. John pointed out the need to be pragmatic and to understand "how far up the curve you can take them" at any point in time. Patience is a key virtue here.

All the international consultants talked about the need for ongoing learning and openness. The best international consultants are those who are open to learning from their clients rather than just playing the role of "expert." Sandy talked about the need to learn "on the fly." There is increasing interest in finding executives who have "learning agility," and this also seems to be a valuable skill for consultants who need to adapt their approach to local situations.

Self-awareness is not typically listed as a criterion for consulting success, but the consultants who were interviewed believed in its importance. If you are unaware of your own strengths and weaknesses or your own biases, this can severely inhibit your learning and ability to work effectively with others.

It can be dangerous to "assume" things. John stressed the importance of testing assumptions and the willingness and ability to ask questions. "Help me understand" is a useful request. He reported an example where he was offered a cold drink but because he was not thirsty, he graciously declined. A local colleague explained that the man who offered the drink was proffering a *gift*, not just a *beverage*. The offer and the refusal had very different meanings for the one who offered the cold drink than it did for John.

Sandy stressed the importance of humility and "trying." For example, when she was called on to work with a French-Canadian group, she made a concerted effort to find cartoons that were culturally relevant, to have her slides translated so that they were bilingual, and to get special tutoring to upgrade her high school French. Although her presentation was mainly in English, participants appreciated that she "tried" some French. She felt that acknowledging her linguistic and cultural limits, and her sincere respect for the French-Canadian culture, were major contributors to the success of the assignment. Although this was not international in the classic sense, in a project with the Navajo nation, Sandy made an effort to search for research norms of Native American tribes. She was not able to find Navajo norms on the instrument she used; however, the fact that she had made the attempt and had been able to find norms of other tribes invigorated the discussion and built trust. Sandy also believes strongly in the value of self-effacing humor in consulting, particularly when working internationally.

John emphasizes the importance of showing respect for the local culture. He suggests looking for things that local managers do particularly well, better than North Americans do. The technique of positive inquiry can be very useful.

The ability to work as part of a team is also critical to working in international settings. There is often the need to partner with a local person. Consultants who succeed learn how to use local people to fill in areas where they lack knowledge and point out things that they are missing.

Implications for Training I-O Psychologists

All three practitioners pointed out that most MBA programs now involve an international experience. They suggested that I-O programs should consider international internships or other kinds of extended intercultural experiences for their students. Exchanges with international I-O programs and cross-cultural research and increased funding for international research and projects should be encouraged.

Sandy pointed out that The Center for Creative Leadership found that the most developmental experience for senior leaders was an international assignment in a non-English speaking country. She believes that this might also be the case for consultants who want to work globally. The point is that it must be a genuine immersion that seriously challenges one’s existing world view and forces one to dig deep and solve problems in situations of uncertainty and ambiguity.

John mentioned the value in becoming grounded in another culture and understanding the importance of culture. He recommends the work of Fons Tromenaars to understand the dimensions of culture. Bill reported that he has found the work of fellow SIOP member, **Morgan McCall** as well as that of Robert House et al. (GLOBE Project) very useful.

Bill urged international practitioners to maintain their North American contacts while abroad for an extended period. He warned that one danger of becoming enamored and involved with the new international setting is to neglect their old networks. Another challenge is to maintain your professional standards. Although some compromises may be necessary, the international practitioner must not just accept poor instrumentation or go along with ethical practices that would be unthinkable at home.

Bill also reported that issues of licensure and regulation of practice have moved beyond North America. Europe, Asia, and Australia are beginning to discuss the regulation of professions including psychology. An international congress on this topic will be held in July 2010 in Sydney, Australia.

These experienced international consultants challenged those training I-O psychologists to give greater attention to such skills as the ability to work with (and as part of) a virtual team; how to lead and influence across time, distance, and culture; and facilitation skills with diverse groups. Further, those in charge of training programs may want to help those who wish to go into international consulting understand their own strengths and weaknesses in terms of the personal qualities important to working in this area.

Providing **QUALITY CONSULTING**
for Over 10 Years

What have we been up to lately?

- Providing workforce planning for private and public sector organizations
- Designing and delivering virtual and face-to-face, best in class leadership programs for global, Fortune 100 and mid-sized organizations
- Building and integrating competency models with Human Capital initiatives for private and public sector organizations
- Conducting individual assessments and follow-up developmental coaching for senior managers and high potential candidates
- Developing professional and creative on-line pre-employment testing for entry level employees for U.S. and global companies
- Providing statistical solutions and test item development for U.S. Navy and Air Force selection programs
- Attracting some of the best talent from the I/O community

We are the right size for your needs...

28 consultants in 8 locations offering an *Inside Perspective*... we've been on your side of the desk.

EASI Consult®
Creating Advantage Through Talent Management

Visit us at **www.easiconsult.com** or call **1.800.922.EASI**

Science • Practice • Creativity

Providing Real World Solutions

We Apply Scientific Principles and I/O Practices.

Result:

We are Leading the Transformation of a Technology Giant.

EASI Consult®

Creating Advantage Through Talent Management

BOSTON • CHARLOTTE • LOS ANGELES • HOUSTON • SEATTLE • SAINT LOUIS • WASHINGTON, DC • JOHANNESBURG, SA

EASI• Consult® is partnering with a global *Fortune 30* technology company to lead a strategic business change through innovative assessment. Using cutting edge Executive Assessment and Development methodologies, our client company is rapidly changing the way they do business around the world.

Established in 1998, EASI•Consult® offers a distinctive approach to organizational consulting ... an inside perspective. We began our careers inside Fortune Companies.

We provide:

- **Individual Assessment**
- **Leadership Development**
- **Executive Coaching**
- **Succession Planning**
- **Competency Modeling**
- **Assessment Consulting**
- **Validation Research**
- **Litigation Support Services**

David E. Smith, Ph.D.
Founder and President

Visit us at **www.easiconsult.com** or call **1.800.922.EASI**

Anywhere.

Just Ask Our Clients.

Few decisions are as important as finding just the right employees to help your organization succeed. To help clients, Aon Consulting offers its market-leading pre-employment tests on a new global, wireless platform. Candidates can take assessments anywhere in the world on any SMART device. The result? Your ability to reach the best. Anywhere. Anytime.

Aon Consulting is shaping the workplace of the future through benefits, talent management, and reward strategies and solutions.

Call +1.800.477.7545 for a demo and additional information.

AON CONSULTING

SPOTLIGHT ON GLOBAL I-O

Lori Foster Thompson[1]
North Carolina State University

Greetings *TIP* readers, and welcome to the latest edition of the **Spotlight** column. The month of January has finally arrived, and you know what that means: National Hobby Month is upon us. Although I have little to offer the scrapbooking, cross-stitching, woodworking, and ham radio enthusiasts among you, those whose favorite pastime entails collecting articles about I-O psychology in Korea are in luck! This issue of the **Spotlight** column provides an excellent overview of the history and development of our field in South Korea, along with insights on the cultural context in which Korean I-O psychology operates. Read on for details.

Industrial and Organizational Psychology in South Korea

Sunhee Lee
Chungnam National University

According to Korea's official Web site (http://korea.net), South Korea, officially the Republic of Korea, is about 223,098 square kilometers large and has a population of approximately 50 million people. Over the past 4 decades, Korea has overcome many social, economic, and political challenges, which makes Koreans proud of the country's achievement in terms of economic growth as well as democratic progress.

Korea is currently a member of OECD and G-20 major economies. The economy of South Korea is largely export oriented, and its major industrial products are semiconductors, automobiles, ships, consumer electronics, mobile telecommunication equipment, steel, and chemicals. Samsung, LG, and Hyundai are some well-known Korean companies. Korean people are very high-tech oriented. The number of mobile phone owners is approaching 95% of the total population, and over 80% of Korean households have Internet connections (Korea Communications Commission, 2009).

Currently, Korean society is facing new kinds of changes. One challenge is the rapidly aging population due to Korea's very low birthrate of 1.08. In fact, this is the lowest birthrate in the world. Another related change is the diversification of the population in terms of race and culture. These changes have significant implications for the operation of many aspects of Korean organizations in the near future.

---

[1] As always, your comments and suggestions regarding this column are most welcome. Please feel free to e-mail me: lfthompson@ncsu.edu.

The Beginning of I-O Psychology in Korea

The official history of psychology in Korea began when the "Joseon[2] Psychological Association" was founded in 1946. After the Korean War, the name was changed to its current one, the Korean Psychological Association (KPA) in 1953. In 1964, the KPA created two divisions: One was the Division of Industrial Psychology and the other was the Division of Clinical Psychology. Currently, there are 12 divisions of the KPA. The Division of Industrial Psychology became the Korean Society for Industrial and Organizational Psychology (KSIOP) in 1981.

The beginning of I-O psychology in Korea is rooted in the needs of military organizations. The academic article that we consider to be the first I-O psychology study in Korea was "A Study on the Psychological Aptitudes of Pilots" (Lee, 1953 as cited in Cha, 1976). Several years later, another study on the development of an aptitude test for Korean air force selection was published in 1961 (Oh, 1961 as cited in Cha, 1976).

KSIOP

KSIOP (http://www.ksiop.or.kr) is the only official organization that represents the interests of Korean I-O psychologists. The society aims to develop, apply, and expand the science and practice of I-O psychology; to protect the rights of its members; and to promote networking among members. About half of its more than 200 members are graduate students, and the rest are employed by universities, companies, consulting firms, governments, military, and research institutes. As over 70% of the members of KSIOP are in academic fields, including professors, researchers in university-based research institutes, and graduate students, the society tends to be academically oriented. However, KSIOP understands the importance of contributions that practitioners provide and continuously makes an effort to attract practitioners. One such effort is to appoint a practitioner as the vice president.

KSIOP has published *The Korean Journal of Industrial and Organizational Psychology* quarterly since 1988. It is the main publication outlet of I-O psychologists in Korea. Yoo and his colleagues (Yoo et al., 2009) recently conducted a content analysis of 325 articles that appeared in the journal in the last 20 years. The results show that topics related to organizational psychology have been the most popular (51%), with the other topics being personnel psychology (22%), human factors (11%), and consumer psychology (11%). Regarding the methodology used by the studies, the majority (62%) were survey based, 19% of studies were based on experiments, and the rest of them were literature reviews (6%) and qualitative studies (2%). Finally, male researchers (80%) disproportionately dominate authorship, though the proportion of female authors has been growing over the years.

---

[2] Before the republic was formed, the name of the country was the Kingdom of Great Joseon.

KSIOP also organizes KSIOP conferences twice a year, one in the spring and the other in the fall. The conferences provide the most important networking opportunities for I-O psychologists. The organizers always try hard to attract the attention of practitioners as well as academic audiences for the conferences. Some examples of recent conference theme topics are "economic crisis and HR" and "competence development for a competitive market." Workshops for graduate students and special sessions for undergraduate students are also usually offered. It is common to have informal social gatherings after the official conference events, which can provide an important chance to strengthen relationships among members.

Education

The undergraduate and postgraduate education systems in Korea are very similar to those in the USA. Undergraduate degrees require 4 years of course work, and graduate programs offer MA-only or MA and PhD degrees. Less than a quarter of Korea's 200 universities have a psychology department. There are only 16 departments that offer postgraduate degrees in I-O psychology. However, psychology has recently been gaining popularity with Korean students as an undergraduate as well as a graduate major. Although such popularity is mostly attributed to a growing interest in clinical and counseling psychology, I-O psychology is also getting more and more attention. It is worth noting that there are four departments whose names are "Department of Industrial Psychology" rather than "Department of Psychology." Although these departments offer general and other specialized psychology courses, they put an emphasis on training professionals specializing in I-O.

There are currently about 30 full-time faculty members who teach I-O psychology and are active members of KSIOP. Most of them teach in psychology departments but a few of them teach in business schools. Academic disciplines in Korea used to be quite independent, and there were not many personnel exchanges between psychology departments and business schools. However, academic positions in business schools have recently become more open to psychology PhDs. It is also worth noting that about 60% of the full-time faculty members who teach I-O psychology obtained their PhD degrees in foreign countries. In fact, all but two earned their PhD from universities in the USA.

HR Practices and I-O Psychologists

Korean organizations, especially the international ones, have been quick to import and experiment with various western management practices. Although such efforts sometimes collide with the cultural values of Koreans, oftentimes they advance the management practices of Korean organizations.

One such example is the performance-based compensation system. In a culture where seniority is so important that people often ask your age (or college class year, an indirect way of asking age) when they first meet you, the introduction of performance-based compensation to replace seniority-based flat salaries often faced extensive resistance from employees. Over the years, however, more and more people have accepted the rationale of performance-based compensation, and the question now becomes how to implement the system fairly.

Sometimes, the Korean government takes the lead on such scientific HR practices. The Senior Civil Service Competency Assessment is one example. Anyone who wants to get into Senior Executive Service is required to pass the assessment. The testing consists of various assessment techniques, such as role playing, interview, group discussion, and in-basket exercise. Government use of such methods has encouraged many public and private organizations to adopt scientific HR practices.

As the needs for HR consulting grows, quite a few global management consulting firms, such as Hay, SHL, PDI, Hewitt, and Mercer have opened offices in Seoul, the capital of Korea. In addition, there is an increasing number of local HR consulting firms, such as Assessta, Dasan E&E, Huno Consulting, PSI Consulting, and KR&C. These kinds of firms provide one of the main job markets for I-O psychology majors. I-O psychologists also play important roles in HR-related departments of large firms, such as Samsung and AIG insurance company, and public organizations, such as Korea Railroad, the Republic of Korea Civil Service Commission, and the Korea Employment Information Service.

The Future of I-O Psychology: Challenges and Hopes

Although I-O psychology in Korea does not have a very long history, it has made some significant contributions to society. As always, there are and will continue to be many more challenges that Korean society will face. I-O psychologists may help Koreans address these problems. In order for I-O psychologists to respond to social problems and issues more effectively, we know that we need to be more visible to the public and to develop more cooperative relationships with academics and professionals in related fields. With the good, hardworking I-O psychologists we have in Korea, progress will be made sooner rather than later.

Concluding Editorial

So there you have it—an excellent synopsis to augment your collection of knowledge pertaining to I-O psychology in South Korea. As you can see, our profession continues to flourish in this part of the world, thanks to the diligent efforts of our Korean colleagues, whose work has advanced the science and practice of I-O psychology considerably.

참고문헌

Cha, J. H. (1976). The history and the current conditions of psychology in Korea and the directions for interdisciplinary social science research. *Journal of Social Sciences, 1*, 61–100. Seoul National University.

Korea Communications Commission (2009). *The index of information and communication.* Retrieved October 1, 2009, from http://index.go.kr/

Yoo, T., Kim, J., Kim, S., Kim, S., An, Y., Son, H., et al. (2009). *Content analysis of* Korean journal of industrial and organizational psychology *in the past two decades.* Paper presented at the annual spring conference of the Korean Society for Industrial and Organizational Psychology, Seoul, Korea.

Attending the Silver Anniversary SIOP Conference?

SIOP 2010
ATLANTA
Celebrating 25 Years

Make your reservations now at the conference hotel!

The newly renovated Hilton Atlanta hotel offers 1,242 stylish and chic guest rooms designed for a serene and inviting stay. Known for extraordinary cuisine, guests at Hilton Atlanta delight in a variety of restaurant outlets. There is a convenient covered pedestrian skybridge that leads guests to shopping, entertainment and the city's rapid transit system (MARTA). Guests can also take advantage of fitness center with cutting-edge equipment, outdoor swimming pool, outdoor running track, and tennis and basketball courts.

Make your reservation today at www.siop.org/Conferences/hotelinfo.aspx

POLARIS
ASSESSMENT SYSTEMS, INC.

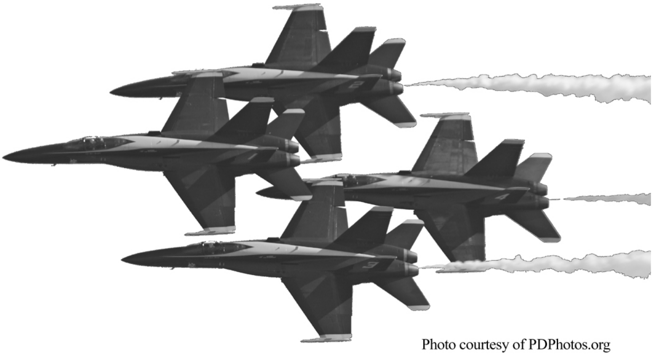


Photo courtesy of PDPhotos.org

At Polaris Assessment Systems we focus on doing one thing and doing it very well... entry-level and first-line manager selection systems of exceptional quality at very competitive costs.

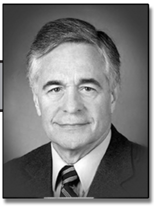
For more information visit our website or contact us directly:

Dr. John Arnold, President
johnarnold@polaristest.com

Dr. Neal Schmitt, Executive Vice President
nealschmitt@polaristest.com

www.polaristest.com (313) 822-0646

FOUNDATION SPOTLIGHT



Milton Hakel
Foundation President

The SIOP Foundation provides funding for the advancement of the field of industrial-organizational (I-O) psychology. It is a structure through which members of SIOP and other donors can express tangible support for the field with tax-deductible gifts. In this issue of *TIP*, we initiate a series of reports that will shine a spotlight on the good work aided through the Foundation.

We begin with a history of Foundation itself, adapted from a memoir by Lee Hakel, director (retired) of the SIOP Administrative Office.

Origin of the SIOP Foundation

The SIOP Foundation exists because in 1995 Bill and Barbara Owens wanted to make a significant donation to SIOP, and they wanted it to be tax deductible. A committee chaired by **Elaine Pulakos** reported at the summer 1995 Executive Committee (EC) meeting that the only feasible way to get the necessary 501(c)(3) status was to set up a foundation. The committee looked into various possibilities and concluded that the best option would be to become a part of the APA Foundation, but Bill Owens, who had been through the bad old days with APA, said that he would not write a check that began with "APA." Elaine had to report that SIOP had no way to accept the money under Bill's terms. The EC accepted her report and adjourned for a mid-morning break.

This was Lee Hakel's first meeting with the Executive Committee as she had just begun managing the SIOP office on June 1, 1995. Lee approached Elaine during the break and said, "I know how to start a foundation. I just helped to create one in Bowling Green." (Marcia Latta, Bob Latta, Lee, and three others had founded the Bowling Green Community Foundation the previous year.) Elaine asked Lee a few questions and when the meeting resumed she asked for the previous decision to be reconsidered. The EC asked Lee to begin working on establishing a foundation for SIOP.

The First Money

To get started, seed money was needed for the fledging foundation. This need was presented to the EC at its January 24, 1996 meeting, where Lee asked that each member give her $100…and the 17 members did! Those donations were followed almost immediately by Bill and Barbara Owens sending a check for $25,000. They believed we would become a public charity and we did, but it took a while. Later, Barbara Owens sent an additional check for $15,000.

Getting Organized

When a foundation is new you have to invent everything as you go, including the answers to some tough questions. Who would we solicit, and how would we do it? How would we give out money, and to whom would we give it? What would be our relationship to SIOP—a 501(c)(6) educational entity not entitled to give tax deductions for donations. How would we look in print? How often would we meet and where? Who would pay for the board's expenses? SIOP agreed to pay for the Foundation's expenses to help it get started. We were to be treated like a committee of SIOP. The SIOP Foundation president would attend SIOP Exec meetings and report for the Foundation.

At the 1996 SIOP conference, the EC sought advice from members who had been involved with charitable entities. We had a brainstorming meeting with **Bill Byham**, Doug Bray, Lowell Hellervik, **Bill Mobley, Irv Goldstein,** and **Jim Farr.** This helped a great deal as we got first-hand information about many different 501(c)(3) charities, their problems, and their successes.

Becoming a Public Charity

On December 31, 1996, the SIOP Foundation funds totaled $52,787.50. We needed to take the next steps to organize the effort more formally. The SIOP Foundation needed a board of trustees with officers. Hakel would serve as the staff person, and the SIOP Financial Officer would serve ex officio. On June 20, 1997, Irv Goldstein sent invitations to four others to join the board and meet for the first time on September 20, 1997. At that meeting, Irv Goldstein was elected as the first president. Other board members were A. Catherine Higgs (Secretary), **Paul Thayer** (Vice President), Bill Mobley, and **Lyman Porter.** Goldstein, Thayer, Mobley, and Porter had all served or were serving at the highest levels of universities (president, provost, dean), and they had reservations about foundations based on their university experiences. Hakel was instructed to obtain 501(c)(3) status from the IRS, get a logo, and Goldstein agreed to write the code of regulations.

Lee called attorney Bob Latta and asked whether he still had the Bowling Green Community Foundation application on his computer—he did. Because much of the work was already accomplished, he agreed to draft the needed documents for SIOP for a cost of $500 plus filing fees. The first step was to incorporate the new entity, which was to be named the SIOP Foundation. Latta hand carried the documents through the incorporation process in Columbus, which certainly sped it up! The SIOP Foundation was incorporated on September 9, 1998. Then we drafted the structure for the SIOP Foundation and applied for 501(c)(3) status on December 15, 1998. We received only one request for clarification from the IRS, and then on August 5, 1999 we were granted 501(c)(3) status, making us a public charity that could receive tax deductible donations.

Many early operating procedures were worked out while we developed the criteria for the William A. Owens Award, given for the best research article published in the previous year. It would join the three awards that SIOP then gave out: the Distinguished Scientific Contributions Award, the Distinguished Professional Contributions Award, and the Distinguished Service Award. The Owens' fund was large enough for the award to be $1,000. This moved SIOP to raise the amount of the other three awards up to the same level.

Linking up With Community Foundations

Because it was to be a new foundation, we decided the SIOP Foundation should affiliate with an existing community foundation, which would invest our funds and keep us informed of both legalities and the ever-changing IRS rules. With the help of Marcia Latta, a development officer at BGSU, we got information on many foundations and sent letters to 12. Six replied. The Kettering Foundation said we didn't fit their criteria, but its president physically walked our letter upstairs to The Dayton Foundation and said to them, "You want to go nationwide, and here is a national group for you." Indeed, The Dayton Foundation had recently decided to become a national foundation. Their representative, Ed Merriman, visited Bowling Green and began the talks that ended with us becoming a fund of The Dayton Foundation (TDF).

Things were moving along well. Our partnership with TDF had given us a good start regarding IRS compliance and tax filings. TDF also gave us an advantageous financial arrangement. The APA Foundation had wanted 4%–5% of our total assets per year to manage our Foundation, but TDF required only .5%. The attitude of the TDF staff was that they were there to help us create the Foundation we needed, not to make us fit into their mold. Among other things, TDF provided a model for our code of regulations, which Goldstein used in drafting the code for the SIOP Foundation. They advised and guided us through the many regulatory changes coming from the IRS. The federal government had encouraged the development of community foundations as a way of providing funds for many social services that were no longer going to be funded by the government. The number of community foundations greatly and quickly increased, so the IRS felt it necessary to write and enforce rules, some of which reversed previous practice.

The arrangement with TDF worked well for several years, but then things began to change at TDF. Merriman left abruptly. After that, it seemed like nobody was paying attention to us anymore. We began to get strange advice, which we couldn't decide was because of changed IRS rules or changes at TDF. **John Cornwell** was then the SIOP Financial Officer, so after completing the annual SIOP financial audit in October 2002, he and Hakel made the trip to Dayton and met with the staff there. It was an incredible and surreal experience. They essentially disavowed all of our previous understandings and arrangements and treated us shabbily. We immediately looked around for another community foundation with which to affiliate. We identified The Toledo Community Foundation (TCF), met with them, and agreed in early 2003 to become a subfund. Hakel and staff member Esther Benitez then made a second trip to Dayton and met with the TDF president, received an apology, and received an agreement to send all of our deposited funds to the Toledo Community Foundation. We later learned through back channels that when a new board and new management started at TDF they had decided to concentrate only on the Dayton area and not become national in scope. They also had to reconfigure some of their management practices as IRS rules had became more defined.

Growing Stronger

The minutes of early foundation board meetings, written by Cathy Higgs, make the Foundation appear to be well organized, but the reality felt somewhat different. Hakel drafted a memo that talked about there being three stages to the forming of a foundation. The point was to give context to our efforts and to point out that although we had accomplished the first and second stages of organization, we now needed to move to the final stage, which is growth through fundraising. Goldstein asked Hakel to present it to the board, and they accepted the ideas and agreed to move into the fundraising phase. The board then moved on under its own steam, confident in the undertaking.

Growth in those early years was steady and heartening. Susan Myers created an endowment for the M. Scott Myers award, and the American Institutes for Research endowed the John C. Flanagan award. The first annual report for the SIOP Foundation was published in Autumn 2000. Besides giving the financial report, names of the board members, a message from the president, and descriptions of various ways to donate, the report listed the first winners of the three awards funded through the Foundation: The William A. Owens, The M. Scott Myers, and the John C. Flanagan awards. We were happy to demonstrate that we were doing exactly what we promised we would do.

The SIOP Board worked to identify other named funding opportunities that would propel the science and practice of I-O psychology and not be just additional awards for past accomplishments. Out of this came the emphasis on scholarships and research grants, including the small grant program. And in April 2002, the first small grants were given for research. These grants are available to stimulate research and to help young researchers begin their career and get those much needed early publications. They are funded from donations made specifically to the Advancement Fund or other undesignated donations.

The Advancement Fund of the SIOP Foundation, which receives all undesignated donations, has been the recipient of many gifts—from $5 to $100,000. Each gift is appreciated because each one helps to grow the corpus. Earnings from the Advancement Fund are used by the board to creatively meet the needs of the Society and give the Foundation much needed flexibility.

The annual winter solicitation is dedicated to raising funds for scholarships. Every member of SIOP was once a graduate student, so each of us has memories of how tough it was to finance graduate school.

Each year, the SIOP Foundation Board reports to the SIOP EC how much money is available for distribution. This amount is based on 5% of the corpus, except when the donor agreement contains other arrangements. It is the Awards Committee of SIOP, not the SIOP Foundation, which makes the decisions about who will receive the awards, scholarships, and research grants funded through the Foundation.

It is not possible in this initial column to recount here all of the initiatives created and funded through the Foundation, so check out the Foundation pages on the SIOP Web site, especially at http://www.siop.org/foundation/awardsandgrants.aspx and http://www.siop.org/Foundation/gifts.aspx.

In 2006, we reached our goal of an endowment of $1 million, thanks in part to the generosity of **Ann Howard**, who doubled the Bray Howard Award endowment. We achieved our new goal of a total endowment of $2 million in 2008, thanks in large part to the efforts of Milt Hakel, Lowell Hellervik, and **Bob Muschewske**, who brought the Dunnette Fund to almost $500,000. The first Dunnette Prize will not be made until its endowment earns $50,000. Although the recession has reduced the total endowment somewhat, conservative investment policies of the Toledo Community Foundation have left us in good shape. Although still a work in process, the SIOP Foundation is already a great success.

And watch this space—in coming issues of *TIP* we will report on the good work aided by the SIOP Foundation, instigated by the desire of Bill and Barbara Owens to give something back to our field and made possible by the generous contributions from SIOP members like you.

The Genius of a Foundation

When initially making the case to the SIOP EC for why a foundation would best meet their needs, the following story was offered: A wealthy single woman living at the end of the 19th century in a small midwestern town decided to leave, in her will, her entire fortune to solve one particular problem in her town once and for all. It took until nearly the end of the 20th century for the town government to break the will and stop putting out water for the horses tied up in front of the county courthouse.

The donor could not have imagined a world where horses didn’t provide transportation nor can we imagine the needs of the world of I-O psychology in the future. But by putting our contributions into the SIOP Foundation, we know there will always be a board whose members will interpret the original bequest in a way that responds to present situations. If that small midwestern town had established a foundation, the wealthy woman’s money could have funded any number of local animal welfare agencies instead of being used to put water out for nonexistent horses before a hitching post that disappeared many decades earlier. The genius of a foundation is that it adapts to change when needed.

Kenexa®
HR SUCCESS MULTIPLIED

Our Formula for Success

The formula **i X e = s** is our foundation for maximizing business success. When you multiply the right **i**ndividual by the right **e**nvironment, **s**uccess is inevitable.

iXe=s™

i The **i** in our formula stands for individual. Successful companies are built one person at a time.

e The **e** in our formula stands for environment. High performing organizations result from work environments that create engaged, aligned and motivated employees.

s The **s** in our formula stands for success. Success refers to the ability of an organization to realize every part of its mission and vision, while driving measurable business outcomes.

www.kenexa.com

PRO-SOCIAL I-O – QUO VADIS?

The Micro-Foundations of Responsible Management

Stuart Carr
Massey University

Professor Maurizio Zollo holds the dean's chair in Strategy and Corporate Responsibility at Bocconi University in Milan and is director of the Center for Research in Organization and Management (CROMA). He joined Bocconi University in 2007 after 10 years with the strategy department of INSEAD (the European Institute of Business Administration). Professor Zollo is currently the editor of the *European Management Review*, the official journal of the European Academy of Management (EURAM), and serves on the executive committee of the European Academy of Management as well as of the European Academy of Business in Society (of which he was one of the cofounders). He is also the program chair of the Innovation and Knowledge interest group of the Strategic Management Society and a past member of executive committee of the strategy division of the Academy of Management.

Professor Zollo holds a Laurea degree in monetary economics from Bocconi University and a PhD in management from the Wharton School of the University of Pennsylvania.

Professor Zollo, please tell us a little more about your work.

Well, I am currently wearing many hats. As director of the Center for Research on Organization and Management (CROMA, www.croma.unibocconi.it), I help affiliated scholars develop multidisciplinary collaborative research programs and coordinate others. One program focuses on the integration of principles of social and environmental responsibility into company strategies, operations, and culture. This direction also forms part of my work (with Alfonso Gambardella) as editor of the *European Management Review*, which seeks to move the frontier of knowledge in management and become the first A-level management journal outside of USA.

To achieve these goals it is crucial to break down disciplinary silos to promote collaboration across the broad management area and with other social sciences. I try to do this also in my roles on the executive committees of the European Academy of Management (EURAM) and the European Academy of Business in Society (EABIS).

Does the psychology of work and organization play a role in these activities?

Yes, and increasingly so. Many of the programs at CROMA are characterized by what I call "micro-foundational" components in their design. Essentially we focus on the individual manager's psychological and neurological traits as predictors of decisions and outcomes not only in individuals and groups but also collectively at the organizational level. We work in collaboration with the Cognitive Neuroscience Center at San Raffaele University in Milan, arguably the leading research hospital in Italy, and we are starting to see some results that are very promising. We just published the first article on what one could call "neuro-management," the application of neuroscientific concepts and methods to the study of actual managerial decisions and performance rather than highly stylized abstract games typical of neuro-economics research. We think we are among the first in the world to use brain imaging techniques to understand how entrepreneurs differ from managers and from "normal" individuals in the way they make innovation decisions. A next step is to neuro-image how leaders and managers make trade-offs related to the social and economic impacts of their decisions and actions.

How prominent is work and organizational psychology in the CSR field?

Corporate social responsibility (CSR) has been studied so far primarily as an organizational phenomenon. The emphasis was on how companies could understand better what their stakeholders expect from them and what they should do to meet those expectations. Typically, researchers focused on initiatives like the development of a code of ethics, the production of so-called social reports, the establishment of partnerships with NGOs and other institutional actors, and so on. No attention was paid to the individual decision maker in these as well as in any other initiatives and processes with potentially significant implications for society and for the environment, except for primarily theoretical arguments on business ethics and moral philosophy.

I firmly believe this was a mistake. The fundamental challenges for advancing managerial theory and practice on these themes, in my opinion, are two. First, the challenge needs to be reframed as an internal change process, rather than an external communication and engagement effort. This is important because it puts focus on the role of organizational activities, structures, and cultural traits. Even more importantly though, we must understand the problem as fundamentally determined by decision-making biases that business leaders and managers (unconsciously) have when it comes to framing business problems, searching for solutions, and weighing alternative courses of action. Organizational (social and cognitive) psychology is critical to advance the study of CSR along these lines. I believe your recent annual conferences and the last issue of *TIP* have featured CSR, and this is very encouraging indeed.

How could I-O psychology be more prominent?

More attention can perhaps be paid to psychological factors in decisions and consequent behaviors that can have high impacts on the well being of company stakeholders (employees, customers, suppliers and partners, investors, and the communities in which the firm operates). In a recent paper, entitled "The Psychological Antecedents to Socially Responsible Behaviour," published in *European Management Review* in August 2008 and coauthored with Donal Crilly and Susan Schneider, we identify some of these factors in specific emotional dispositions, personal values, and cognitive motives underlying the decisions made in some difficult dilemma situations.

The paper is just a first step. The field is wide open and eager to receive contributing ideas and expertise, conceptual and methodological, from I-O psychologists to help develop and test a more comprehensive model of CSR decisions, as well as performance implications of the decisions at group and organizational levels. CSR research needs to start investing in experimental designs to tease out, under controlled conditions, personal, group-level, and contextual explanations of socially responsible versus irresponsible behavior by business managers.

By helping shift attention of CSR scholars towards the "micro-foundations" of business conduct vis-a-vis society, I-O psychologists would not only make their own expertise more relevant to the advancements in the field, they would also contribute towards positive change in the way companies tackle the issues, especially towards the diffusion of a culture of responsibility, transparency, and sustainability within the organization.

From your perspective, and with your experience, how could the I-O psychology profession help, do you think?

First and foremost, I-O psychologists must take their place at the multidisciplinary table to design the next generation of CSR research. This is not easy. It requires a willingness to exit the comfort zone and work with scholars from diverse fields, different "languages," and methodological skills and epistemological assumptions. I would personally be delighted to know if there is interest in the I-O community.

The other way to help is by entering into the global debate on the role of business in society, from the point of view of the individual manager's (or top management team's) decisions and actions, stemming from psychological characteristics. In addition to key potential contributions in theory development and empirical validation, there are excellent opportunities to share collective wisdom accumulated in I-O psychology through specialized conferences and special issues of academic or managerial journals.

There is an open, online call for papers "Re-thinking the Firm in a Post-Crisis World," issued by the *European Management Review*, which could certainly be enriched by contributions from applied psychologists, alone or in multidisciplinary teams (www.palgrave-journals.com/emr/emr_cfp_re-thinking-the-firm.pdf). I look forward to seeing more such investments in research efforts and engagements in the global discourse. What a fabulous opportunity to get social scientists to finally work together for a higher purpose: understanding and helping remove barriers to a healthy relationship between business and society, for the benefit of both.

Professor Zollo, thanks so much for a glimpse at your innovative and intriguing work. I am sure it will continue to enrich your profession and ours, via the shared space in between.

Further Reading

Berry, M. O., Reichman, W., & Schein, V. E. (2008). The United Nations Global Compact needs I-O psychology participation. *The Industrial Psychologist, 45*(4), 33–9.

Crilly, D., Schneider, S. C., & Zollo, M. (2008). Psychological antecedents to socially responsible behaviour. *European Management Review, 5*(3), 175–90.

SIOP 2010
ATLANTA
Celebrating 25 Years

Not sure what sessions to attend at SIOP?

Use the online program and scheduler to plan your conference experience.

Find links to these helpful applications and much more at www.siop.org/conference

GOOD SCIENCE–GOOD PRACTICE

Jamie Madigan
National Archives

Tom Giberson
Oakland University

The tough economy has us (presumably along with everyone else) thinking about and experiencing the personal and professional impacts that layoffs have on those "let go," as well as the "survivors." With the national unemployment rate hovering around 10%, most everyone is—or will be—impacted in some way. With minor and mass layoffs occurring almost daily, we decided to focus some of this **Good Science–Good Practice** column on recent scholarship that deals with making the best—or minimizing the negative impact—of difficult circumstances.

Wood & Karau (2009) recently studied the impact of various methods of conducting termination interviews with employees. The authors note that there is applicable scholarship on various aspects of the termination interview, focused primarily on legal aspects, subsequent workplace violence, and the effects of layoffs on victims and survivors. They also suggest that the popular press literature is replete with suggestions on how to conduct the termination interview, but little exists on the efficacy of these practices. Prior work suggests that how terminations are handled is more important than the fact of the termination itself for terminees (Schwieger & Ivancevich, 1987), as well as survivors (Greenberg, 1990). This work appears in the *Journal of Business Ethics*; thus Wood & Karau begin from a philosophical framework by invoking Kant's (1785/1997) concept of "respect for persons." Kant suggested that we should always treat others as an end, not as a means, and, further, that an act of disrespect toward one person is an act of disrespect to all. If appeals to humanistic values are not enough, Bayer (2000) reminds us that a termination affects not only the individual but also the "dozens of others who can influence the company's image and ability to hire" in the future as well as the organization's reputation in the market.

Wood & Karau (2009) argue that most organizations approach termination interviews from a defensive, legalistic framework rather than one focused on preserving the dignity of the employee—thus violating Kantian ethical imperatives. This legalistic orientation might result in procedures that communicate a lack of respect for the terminee, which, they argue, could make it more likely that the terminee will engage in the very types of behaviors that the employer seeks to minimize. Karl and Hancock (1999) found that manager termination training was positively related to increased victim hostility. Why? The authors suggest that the defensive-legalistic approach becomes a self-fulfilling prophecy: The methods taught likely communicate a lack of respect for the victim, leading to anger and other negative outcomes.

Wood & Karau (2009) investigated five hypotheses through a scenario-based method using a few hundred experienced undergraduate business students. The scenarios manipulated factors typically included in termination interviews, such as including a third party witness (or not), whether or not the manager mentions the employee's positive contribution to the organization, and whether or not the employee was escorted off the premises—publicly or privately. Combinations of these practices are typical in termination interviews and reflect efforts to defend the employer from lawsuits. The practices seem somewhat reasonable on the surface; however, the authors raise interesting questions regarding the message sent to the victims and survivors. For example, some managers are encouraged to mention significant contributions to the organization during the termination interview. Might this raise the question of the reason for the layoff in the first place? The intent might be to soften the blow and put an empathetic spin on the message; however, might the organization be better off with future significant contributions than without? Similarly, victims are often hastily escorted out of the building by a security guard. The victim and survivors might wonder why the organization trusted the employee during their tenure with customers, assets, secrets, and so on, and now through an act by the organization they are treated like a potential criminal?

Participants read one-page scenarios that included various combinations of the termination interview features. The scenarios were written to place the participant in the role of terminee. The dependent variables included a variety of participant perceptions, including being treated with respect, treated with empathy, anger, likelihood to complain to others about the employer, and likelihood of pursuing legal action. Their results suggest that participation of any third party decreases feelings of respect but does not increase the likelihood of complaining or taking legal action. Interestingly, the effect of mentioning positive aspects of employee performance during the termination interview depended upon the exit mode. Victims who hear of positive contributions to the organization and are allowed to leave on their own reported significantly more favorable feelings of respect and empathy; however, this effect is diminished by the presence of a security guard and reversed if the security guard publicly escorts the victim out of the building.

This particular study utilizes undergraduates rather than actual "victims," potentially impacting the generalizability of the findings. The participant pool is understandable given the likelihood of employers' or victims' willingness to participate in such a study at such a vulnerable time. The results appeal to notions of procedural justice and respect for others, and although in practice legal departments often win the day in terms of termination procedures, there are some implications to consider. First, if the manager has some genuine positive feedback to give, she should probably share it. Second, as psychologists, we should challenge policies—specifically the use of public security-guard escorts—as part of the termination process. Public escorts likely impact negatively the dignity of the victim, the perception of fairness among survivors, and potentially, the reputation of the firm beyond the organization.

An interesting and helpful study was recently picked up by *Applied Psychology: An International Review*, which connects aspects of charismatic leadership with objective measures of performance. Rowold and Laukamp (2009) address what they argue is an overrepresentation of the Multifactor Leadership Questionnaire (MLQ) in the transformational and charismatic leadership literature, as well as underrepresentation of Conger and Kanungo's (1998) model of charismatic leadership. Conger and Kanungo's model is unique in that it focuses on the observable behaviors in which, they argue, charismatic leaders engage; thus, charismatic leadership is framed as one role that leaders fulfill. Further, much of the literature on charismatic leadership focuses on subjective outcome measures rather than objective measures of organizational performance. Given the utility of Conger and Kanungo's model, we'll provide a quick reminder of the basics of their model.

Conger and Kanungo's (1998) model of charismatic leadership comprises three stages and five factors. Within Stage 1, leaders engage in an assessment of the organization's current state, including its resources and constraints (Factor 1), as well as the organization's employees to understand their needs (Factor 2). Stage 2 consists of formulating a vision of the future (Factor 3) that accounts for organizational resources and constraints, and employee needs. During Stage 3, charismatic leaders move toward implementing the vision and motivating employees. Charismatic leaders will often engage in "unconventional" behavior (Factor 4) that demonstrates the importance of the vision, as well as paths to achieving the vision. Finally, charismatic leaders role model personal risk taking (Factor 5) to motivate followers and further clarify "how" to achieve the vision. These three stages and five factors are captured in a measure entitled the Conger and Kanungo Scales of Charismatic Leadership (CKS).

Rowold and Laukamp (2009) investigated three hypotheses linking charismatic leadership behaviors to organizational outcomes, including employee absenteeism, employee participation in training and development activities, and firm profitability. This study was conducted in a German public services company and utilized the German version of the CKS (Rowold, 2004, as cited in Rowold and Laukamp [2009]). "Leaders" were supervisors at several levels of this company whose respective charismatic leadership behaviors were rated by their direct reports (approximately 40 supervisors were rated by 5 direct reports). Objective measures of absenteeism, training and development activities, and profit were pulled from archival data. The authors hypothesized that various CKS factors would predict the three objective measures. The results suggest that leader "sensitivity to the environment" (Factor 1) was negatively related to employee absenteeism, which the authors suggest may be due to charismatic leaders being more likely to ensure a positive work environment for employees. “Sensitivity to employees” (Factor 2) was positively related to training and development activity, which is an intuitively appealing result; the more leaders displayed behaviors related to understanding employee needs, the more likely those employees were to engage in training and development activities. Finally, leader “unconventional behavior” was positively related to profit. Here, the authors suggest that unconventional leader behavior communicates to employees the importance of committing to—and how to pursue—the vision, thus motivating and gaining commitment from employees.

The economic downturn and human crisis associated with it are setting the stage for charismatic leadership at multiple levels of society. This study provides fairly compelling reasons for practitioners to support the development and display of charismatic leadership behaviors by leaders in organizations. Given the results of this study and behavioral focus of this model of charismatic leadership, there are several implications for practice. For example, organizations might utilize behavioral interviews and other behaviorally based methods to hire charismatic leaders into their organizations. The CKS provides clear behavioral examples that could be used to evaluate candidate responses to interview questions by targeting the five factors outlined by Conger and Kanungo (1998). The behavioral orientation of this model also lends itself to training and development interventions. Practitioners could use the model and CKS as guides to the types of behaviors that leaders can engage in to display charismatic leadership. Given the extent of unemployment, there are likely many talented and available leaders who display several of the factors, and “surviving” employees would likely be highly motivated to participate in training and engage in the types of behaviors consistent with this model of charismatic leadership.

Another article that caught our eye this time around dealt with the question of when layoff survivors decide to engage in organizational citizenship behaviors (OCBs) or not. James Levelle et al. (2009) expanded the research on OCBs in some ways that were both interesting from a purely theoretical standpoint but which also has some practical implications for managers trying to coax good organizational citizenship behaviors of different types out of employees.

One of the two major things that this research examined was the “multifoci perspective” angle on OCBs, which folded in research on how people target their citizenship behaviors based on whether the beneficiary is similar to them or not. Essentially, the researchers found that different targets of commitment (e.g., the organization as a whole vs. one’s own coworkers or supervisor) affected whether OCBs were aimed at either the whole organization (OCBOs) or at specific individuals (OCBIs). Specifically, a sense of commitment to an organization as a whole mediated the relationship between procedural fairness and OCBOs, but a sense of commitment to an individual workgroup did not. But, commitment to one’s own workgroup does mediate the same relationship between procedural fairness and OCBIs. In this way, the researchers managed to expand the nomological network of the commitment and OCB constructs, showing that not only can there can be different targets for both fairness perceptions and commitment, but examining those perceptions at their own level can greatly help predict outcomes like citizenship behaviors.

Of course, any sentence that contains the words "nomological network" is really only of interest to academics, or at least the academically oriented parts of practitioners' brains. What we liked about this article was that it gives managers cues as to how to approach the always daunting task of fostering organizational citizenship behaviors by identifying different types of behaviors within that domain (those directed towards the organization at large and those directed at smaller groups like coworkers) and showing that there are specific levers (commitment at either the group or organizational level) that can be used to influence the relationship between fairness perceptions and OCBs. So if you're trying to manage a particular group of overworked employees in the wake of layoffs and want them to help each other out, pay particular attention to drivers of fairness that are closer to home as well as how committed they are to the group. Finally, we liked how this study looked not at the supervisor when examining OCBIs (like most previous research in this area) but rather coworkers. This keeps pace nicely with workplace trends like self-managing teams and empowerment.

And finally we look at one article that didn't specifically have anything to do with downsizing or layoffs, but rather new employees—just for contrast. One of the kinds of things we look out for in this column is research that takes concepts played out in the lab or even typical field settings and examines how well they work in different business situations. Take active learning and an article in the *Journal of Applied Psychology* by Tal Katz-Navon, Eitan Naveh, and Zvi Stern (2009) for example. It's fine to say to a new employee "go crazy, try new things, and learn from your mistakes" if it's in relation to developing new merchandise displays or processing work orders, but it's not exactly the kind of thing you want to overhear a doctor tell a resident physician if you're a patient at a teaching hospital. In a high-stakes job like this (or piloting an aircraft or even heavy construction), the axiom of active learning is at odds with the need for safety and operating within narrow boundaries. This creates a dilemma for those trying to teach others who are new to the job because many of these kinds of occupations require on-the-job training in situations where errors could be catastrophic. You don't want someone to pilot (pardon the pun) a new paradigm for landing an airplane while on the job. So there is also often an emphasis on safety that it as odds with the emphasis on active learning.

The study in question looked at the example of resident physicians at teaching hospitals. Among other findings, the authors discovered that when there was a high active learning climate present (i.e., people were encouraged to experiment and learn from direct experiences) there was a U-shaped relationship between the number of errors made and the emphasis on safety. In other words, errors were relatively high when there was either a low or high emphasis on safety but lower when there was only a moderate emphasis on safety. (Errors were low in climates that discourage active learning, presumably because residents were given few chances to make them.) Apparently, low emphasis on safety and encouraging active learning leads to errors as you'd expect, but when residents are faced with the competing expectations of both active learning and safety, they err on the side of erring, which is probably an error.

References

Bayer, R. (2000). Termination with dignity. *Business Horizons,* September-October.

Conger, J. A. & Kanungo, R. N. (1998). *Charismatic leadership in organizations*. Thousand Oaks, CA: Sage.

Greenberg, J. (1990). Organizational justice: Yesterday, today, and tomorrow. *Journal of Management, 16*(2), 399–432.

Kant, I. (1997). Groundwork of the metaphysics of morals. In M. Gregor, trans., *Cambridge Texts in the History of Philosophy.* Cambridge, UK: Cambridge University Press. (Original work published 1785)

Karl, K. & Hancock, B. (1999). Expert advice on employment termination practices: How expert is it? *Public Personnel Management, 28*(1), 51–62.

Katz-Navon, T., Naveh, E., & Stern, Z. (2009). Active learning: When is more better? The case of resident physicians' medical errors. *Journal of Applied Psychology, 94*, 1200–1209.

Lavelle, J., Brockner, J., Konovsky, M., Price, K., Henley, A., Taneja, A., et al. (2009). Commitment, procedural fairness, and organizational citizenship behavior: A multifoci analysis. *Journal of Organizational Behavior, 30*, 337–357.

Rowold, J. & Laukamp, L. (2009). Charismatic leadership and objective performance indicators. *Applied Psychology: An International Review, 58*(4), 602–621.

Schwieger, D. & Ivancevich, J. (1987). Executive actions for managing human resources before and after acquisitions. *Academy of Management Executive, 1*, 127–137.

Wood, M. S. & Karau, S. J. (2009). Preserving employee dignity during the termination interview: An empirical examination. *Journal of Business Ethics, 86*, 519–534.

■ SELECT
■ DEVELOP
■ LEAD

advancing the science of personality

At Hogan, we pioneered the use of personality testing to predict job performance more than three decades ago. In the years since, our research has set the global standard, ensuring that our products and services are second to none. There simply is no more reliable and useful source than Hogan for excellence in employee selection, development and leadership practices.

HOGAN®

THE SCIENCE OF PERSONALITY®

HOGANASSESSMENTS.COM ■ 800.756.0632

The 2009 SIOP Income & Employment Survey

Will be open for participation in early
January 2010. Access it through the link
e-mailed to you or from the SIOP website.
Results will be published in July in TIP
and on the website.

Conducted by:
The Human Resources Research Organization (HumRRO)
Alexandria, VA
&
Questar
Eagan, MN

Sponsored by:
The SIOP Executive Board

With the support of:
The SIOP Professional Practice Committee

Practicing Science:
The Penn State Leadership Assessment Center

Patricia Ewa Grabarek*
Pennsylvannia State University

L to R; back row: Scott Cassidy, Patricia Grabarek, Shin-I Shih, Lily Cushenbery, Christian Thoroughgood; Front row: Amie Skattebo, Katina Sawyer, Rachel Hoult, Joshua Fairchild

In graduate school, it is important to not only learn how to conduct research and integrate theory but also how to apply it. This merging of science and practice helps in developing well-rounded I-O psychologists. It is also important to give back to the community while promoting our field. In this issue of **TIP-Topics,** I discuss a developmental leadership assessment center created for undergraduate students by our graduate students and faculty as a wonderful example of merging science and practice. I participated last year as an assessor in preparation for my current role as the director of the center, in collaboration with **Dr. Rick Jacobs** and Dr. Greg Lovisky.

Assessment centers have been used for several decades and can trace their origins back to military officer selection in the 1930s and 1940s in Germany, England, and Australia (Lance, 2008; Thornton & Byham, 1982). They are typically used in selection and promotion or in the development of employees by diagnosing individuals' strengths and weaknesses in terms of competencies relevant to organizational effectiveness. An important feature of assessment centers is the use of multiple exercises tapping multiple competencies observed by multiple assessors (Thornton & Rupp, 2006). These exercises, ranging from oral presentations to written reports, allow assessors to observe specific behaviors. The information garnered from these exercises result in competency-level and overall evaluations of each assessee, either through statistical aggregation methods or consensus from assessor discussions. The evaluations are used for personnel decisions and/or for providing specific developmental feedback to participants.

Assessment centers take a great deal of time, energy, and financial resources to develop and implement. However, these expenses have big payoffs for individuals and organizations alike (Thornton & Rupp, 2006). Assessment centers are widely used and well respected in the business community. In the sections below, I will briefly describe the assessment center process we have developed at Penn State, the benefits for both graduate and undergraduate students, how this center is a living example of the scientist–practitioner model, and how we are communicating our value to the broader community.

---

*Patricia Grabarek (peg128@psu.edu), a graduate of UCLA, is a 3rd year doctoral student in I-O psychology at Penn State. She is the current director of the Schreyer Honors College Leadership Assessment Center. She is also currently doing research on emotional labor training, with additional interests in selection, feedback, and assessment centers.

The Penn State Leadership Assessment Center

The Leadership Assessment Center simulates a work day in a simulated organization. Students face several challenges, need to make decisions, and must communicate their ideas. Approximately a week before the assessment day, students participate in an orientation that describes the schedule for the day, the activities, and the goals of the assessment center. Students are then e-mailed a self-report survey, a personality assessment instrument, and information concerning the leadership position they will be placed in the day of the center. On the day of the assessment, students participate in several hours of simulated individual and collaborative exercises, which are all part of a single, integrated problem and are assessed relative to Bartram's (2005) great eight competencies. Table 1 shows the competency by exercise matrix. An "x" signifies which competencies are tapped in each exercise.

Table 1
Competency X Exercise

Competency	Present.	Role play	LGD	Written assess.	Case study
Analyzing & interpreting	X			X	X
Creating & conceptualizing			X		
Interacting & presenting	X	X	X		
Leading & deciding	X	X	X	X	X
Deciding	X	X	X	X	
Supporting & cooperating	X	X	X	X	
Adapting & coping					
Organizing & executing		X	X		
Enterprising & performing					

Students are observed and evaluated by a team of assessors that includes prominent alumni and psychology graduate students. The assessors arrive at the center before the students to receive training in observing and classifying behaviors. The training includes information about the exercises they will be observing, the competencies that are being rated, education on common rating issues and biases, and methods to decrease these errors. Training is important because it ensures consistency, guides assessors to maintain objectivity, helps develop shared standards among assessors, builds assessor skills, and ensures that all assessors understand each exercise thoroughly (Thornton & Rupp, 2006).

Throughout the day, assessors observe the candidates in teams of two or three while individually taking notes on candidate behaviors. After each exercise, the assessors individually complete ratings before meeting with their assessor team and coming to a consensus on the ratings. The assessor teams also take detailed notes on behaviors to include in developmental feedback for the students. At the end of the assessment day, all of the assessors meet to integrate information on each assessee and assign final dimension ratings. The assessors discuss each student and provide behavioral examples to justify each rating. The information gathered in this integration session is then used to develop a feedback report for each student.

Approximately 10 days following the assessment center, students meet with one of the graduate assessors to receive written and oral feedback. This feedback includes an analysis of their strengths and weaknesses identified in the center. A personalized development plan is created with each student at this session.

Benefits of the Assessment Center

Both graduate and undergraduate students can benefit from the opportunities provided by the assessment center. Undergraduate students can learn their strengths and weaknesses in a nonthreatening format. Undergraduate participation is purely voluntary, there are no grades or credit given, and the information provided is to be used at their discretion. Furthermore, during this experience, the students have the opportunity to network with prominent alumni, receive feedback from them, and create a concrete development plan to improve in areas in which they struggle. In addition, students can use what they have learned in the center when interviewing with future employers. For example, many interviewers ask applicants about their strengths and weaknesses. In this situation, the assessment center participants can discuss what they have learned about their strengths and weaknesses through the assessment center process and how they used this information to work on developing their weaknesses. Moreover, students learn the vocabulary of competencies. They learn the language that will be used when being evaluated in their future organizations. In addition, two undergraduates work as research assistants for the center and gain experience running an assessment center and assisting in the development of our materials. Not only are they invaluable to the team by providing an undergraduate perspective, but they also benefit by learning more about practice in the field.

Graduate students also benefit from this program in multiple ways. First, running this center allows us to directly apply science to practice. For example, many of the students are taking a graduate seminar about assessment centers and are able to apply what we read and learn in creating new exercises, helping improve the feedback reports, and by participating as assessors at the center. Working on a project like this allows graduate students to see the value of what we are learning and how what we are reading can actually translate to the practical world. Concretely, in this center, we can see an application of the great eight competency model created by Bartram (2005) in the behaviorally anchored rating scale (BARS) for assessing these competencies. In addition, participating as assessors gives graduate students an opportunity to work alongside distinguished alumni from various backgrounds, which allows us to see other perspectives on our type of work.

Furthermore, a few students, like me, get the valuable opportunity to lead the team tasked with running the center. This experience has allowed me to put my organizational skills to use and develop my skills as a practitioner in an educational setting. In other words, I can learn important practitioner skills, such as how to implement and administer assessments without the pressures of an applied setting and with the added benefit of working under experienced and knowledgeable faculty who guide me through the process. This experience has also taught me how to communicate the value of what we do to others outside of the I-O field. I have to explain the importance and the process of assessment centers to both undergraduate students and alumni who have never encountered our work before. Our program emphasizes the importance of this skill, and I believe that working with the assessment center has helped me to develop in this critical competency. In addition, I am learning how to increase interest and raise money for the center by participating in multiple events with potential donors and watching an experienced faculty member sell the center. This is an invaluable skill for any I-O psychologist because we typically have to sell what we do.

Science Meets Practice

The scientist–practitioner model focuses on developing sound practices based on science. Science is used to inform the best methods in the real world, whereas practice helps identify needs in research. Again, I would like to emphasize how valuable the experiences gained in this assessment center are in merging science and practice. Our graduate students get the opportunity to participate in and develop an assessment center while learning about the best approaches in this area. This project allows students to understand how an assessment center works, and through this experience, they can identify areas that still need improvement.

Communicating Our Value

The assessment center is also an important way that our department has been able to promote the field and give back to the larger community. Our efforts to make our contributions visible help not only our program but also the field of I-O as a whole (Ryan, 2003). First, to create this assessment center, we had to find a college on campus to house it in. Even the colleges that did not actively support our idea were exposed to what I-O has to offer through our discussions with them. Once we established that we would be working with Penn State's Schreyer Honors College, we were able to build a strong relationship with a college that we did not have any real contact with before. The honors college is now familiar with our field and what we have to offer. In addition, as word has spread about our center, other colleges and individual departments/programs across campus are taking an interest in what we are doing and hoping to elicit our help in the future.

The center brings together a wide array of alumni as assessors who are interested in helping to develop undergraduate students. Not only do we provide them with that opportunity, but we also are able to demonstrate our knowledge and contributions to these prominent members of our society. These alumni find what we do to be valuable and many of them choose to participate for this reason. We have had some alumni discuss implementing assessment centers in their own organizations, something we plan to pursue as the current center matures.

Most importantly, our assessment center allows us to give back to our community. We are creating new opportunities for the students at Penn State to develop as leaders and make them more marketable once they leave the university. We are sharing our knowledge and expertise to benefit others in our community. In an academic environment, it is important to share our knowledge with others, whether it is in interdisciplinary research or in providing others with opportunities, such as the assessment center.

Concluding Remarks

In conclusion, we must remember the importance of combining science with practice and to communicate the value of I-O to the broader community. I have used the Leadership Assessment Center at Penn State as a model of a creative way to achieve both of these valuable outcomes. In graduate school, it is important to develop as well-rounded I-O psychologists that understand how to live the scientist–practitioner model, how to communicate the value of I-O, and how to share our knowledge to benefit others in our broader community.

References

Bartram, D. (2005). The great eight competencies: A criterion-centric approach to validation. *Journal of Applied Psychology, 90*(6), 1185–1203.

Lance, C. E. (2008). Why assessment centers do not work the way they are supposed to. *Industrial and Organizational Psychology, 1,* 84–97.

Ryan, A. M. (2003). Defining ourselves: I-O psychology's identity question. *The Industrial-Organizational Psychologist, 41,* 21–33.

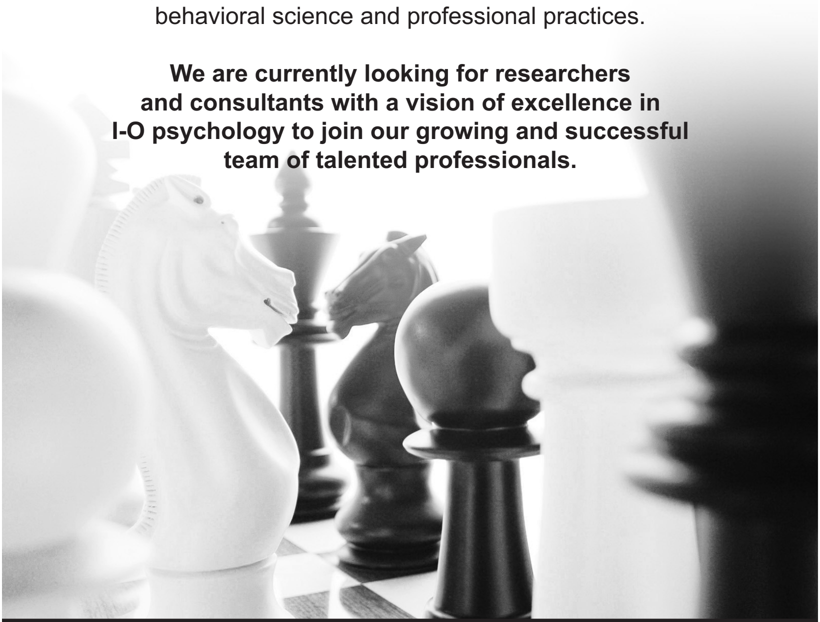
Thornton, G. C. III, & Byham, W. C. (1982). *Assessment centers and managerial performance*. New York: Academic.

Thornton, G. C., III, & Rupp, D. E. (2006). *Assessment centers in human resource management: Strategies for prediction, diagnosis, and development.* Mahwah, NJ: Lawrence Earlbaum Associates.

Looking for Excellence

PreVisor and PDRI | A PreVisor Company are premier providers of pre-employment assessments, selection solutions, research, and consulting services in industrial-organizational psychology. We are dedicated to designing, developing, and implementing human resources systems based upon the most recent advances in behavioral science and professional practices.

We are currently looking for researchers and consultants with a vision of excellence in I-O psychology to join our growing and successful team of talented professionals.



PREVISOR®

For more information, go to www.previsor.com/company/careers
or call us at 1-800-367-2509

PDRI | A PreVisor Company

Atlanta, GA • Chantilly, VA • Minneapolis, MN • Tampa, FL • Washington, DC
London, UK • Sydney, AU

SIOP's 25th Conference in Atlanta
Welcome From the Conference Chair
April 8–10, 2010 (preconference activities on April 7)

Julie B. Olson-Buchanan
California State University, Fresno

It's our silver anniversary! Whether you are new to SIOP or a seasoned veteran, you won't want to miss the 2010 SIOP conference as we celebrate this special milestone. Our anniversary celebration will be woven throughout the conference as we reflect on the past 25 years, examine our present, and push toward our future. We'll cap it off with a stimulating closing plenary address and an elegant, fun-filled closing reception on Saturday evening.

Thanks to the hard work of hundreds of innovative SIOP volunteers, we have an extraordinary conference in store for you. From our highly interactive preconference activities, to our stimulating, cutting-edge conference program, to our unique networking opportunities, you will find more interesting, relevant activities than you can squeeze into your day.

And, you'll be doing all of this in the heart of Atlanta! A timeline and some highlights are listed below.

Immediately, if not sooner

Make hotel reservations. The conference hotel is terrific, and the hotel rate is nearly reminiscent of the 1st SIOP conference (only $131/night). So, the first thing you will want to do is make reservations at the newly renovated Hilton Atlanta. You can book online using the convenient link on the SIOP Web site conference hotel information page or call 1-404-659-2000 (be sure to explain you are with SIOP). Not only will staying at the conference hotel provide you with the most convenience for all the conference events, the Hilton Atlanta has been recently renovated and offers excellent conference facilities, sleeping rooms, and amenities (including outdoor and indoor running tracks, tennis and basketball courts, and a pool).

Register for conference and preconference activities. To get the best conference registration rate and receive a copy of the program booklet in the mail, you need to register for the conference by February 15. Plus, the earlier you register, the more likely you will be able to get into the terrific workshops, pre- and postconference events, and Friday Seminars! If you register after the early registration deadline, you can pick up a copy of the program at the conference while supplies last. Or for quicker access to the information, use the online program and online conference scheduler! We are also debuting the SIOP Conference Ambassador Program, which will informally match new SIOP conference attendees ("Newcomers") with seasoned SIOP conference attendees ("Ambassadors") to help connect the newcomer and provide a better overall conference experience for all.

Preconference Wednesday, April 7, 2010

SIOP has a number of interactive, informative ways for you to engage in a preconference activity. See below for some brief descriptions.

Workshops. Wednesday, April 7, 2010 is workshop day. The Workshop Committee headed by **Robin Cohen** has prepared 15 outstanding workshops for the 2010 conference. These professional development opportunities include a diverse selection of innovative topics designed to meet the many different needs of SIOP members. Check out the extraordinary panel of nationally and internationally recognized experts from both inside and outside of I-O who will be leading this year's workshops. And a great deal gets even better! If you get someone who has not previously attended the workshops to attend this year, you and your colleague get a $50 rebate on your registration fee after the conference. (Details at www.siop.org/conferences.) Register early to ensure your first choices!

Placement Center. Placement Center is a one-of-a kind resource to connect I-O psychologists seeking employment opportunities with hiring employers. Employers and job seekers get access to a database that features new searching functionality to more efficiently match job seekers and employers before, during, and after the conference. **Kevin Smith** and **Ryan O'Leary** manage Placement activities, including the onsite component that provides some meeting space to conduct interviews as well as IT resources to facilitate the interview scheduling process. Onsite services are provided from April 7–10.

Master's Consortium. The Master's Student Consortium will be making its 4th appearance this year (from 1:00 to 7:00 pm). The consortium is designed for students who are enrolled in master's programs in I-O psychology and OB/HRM. The program includes an impressive lineup of speakers who graduated from master's programs and have excelled as managers and consultants for some of the nation's most successful organizations. Speakers will meet with small groups of students and participants will attend two workshops, a question and answer roundtable, and a social hour. Master's programs may nominate two students per program to attend the conference. Nomination forms were sent out in November to the master's program contact. If you have any questions about the consortium, please contact **Pauline Velez** at Pauline.velez@allstate.com.

25th Annual Lee Hakel Doctoral Consortium. The consortium is designed for upper level graduate students in I-O psychology and OB/HRM doctoral programs, generally third- or fourth-year students who have completed most or all course work and are working on their dissertations. Presenters at the consortium will include academic and practitioner experts who can offer unique perspectives on the opportunities and challenges faced by I-O psychologists today as well as the key developmental experiences that can lay the groundwork for a successful career in industrial and organizational psychology. Doctoral programs may nominate one student per program to attend the conference. Nomination forms will be sent out in January to the doctoral program contact. For further information on the 2010 consortium, please contact **Larry Williams** at ljwilli1@vcu.edu.

Junior Faculty Consortium. The Fifth Annual Junior Faculty Consortium (JFC) will continue to serve as a vital resource for SIOP's pretenure faculty members. Sessions will encourage lively discussion and will cover topics such as research, funding, dos and don'ts regarding the tenure process, and advice on publishing and serving as a reviewer. The 2010 JFC will include plenty of time for discussion, networking and socializing, and a forum for discussing relevant issues in detail and setting goals to ensure participant success in the upcoming year. For more information, contact **Mark Frame** at frame@uta.edu.

SIOPen Golf Tournament. **Dave Woehr** is in charge of the annual golf tournament, which will be held at 1:00 p.m. at Stone Mountain Golf Club. Stone Mountain is located 16 miles from downtown Atlanta. This year's event will be held on the Lakemont Course, one of two courses at the Stone Mountain Golf Club. Georgia native John LaFoy designed the Lakemont Course. It features incredible views of Stone Mountain along with the famous Confederate Memorial carving of Robert E. Lee, Jefferson Davis, and Stonewall Jackson on horseback. The front nine holes of the Lakemont Course wind around Stone Mountain Lake, with six holes having water in play. The back nine offers beautiful holes as well, with rock outcroppings and four holes where water comes into play. More information on Stone Mountain Golf Club can be found at www.marriott-vacations.com/leisure/golf-courses/stone-mountain-golf-club/course-overview.jsp. The tournament fee is $85 and includes golf, cart, prizes, and transportation to and from the course.

New member/conference attendee reception. Program Chair **Sara Weiner** and Membership Chair **Adrienne Colella** invite all new SIOP members or first-time conference attendees to attend "How To Get the Most From the SIOP Conference." This session is held at 5:00. The session will start with a short introduction to the conference, followed by some terrific networking and mingling opportunities, as well as some cocktails and appetizers.

Welcome reception. Finally, everyone is invited to SIOP's general welcome reception from 6:00–8:00 p.m. This is a great way to connect with other conference goers.

THE Conference: April 8–10, 2010

Opening Plenary. The conference officially kicks off with the all-conference opening plenary session on Thursday morning, April 8. After the awards (Chair **Anna Erickson**) and new Fellows (Chair **Ann Howard**) are presented, SIOP's incoming president, **Eduardo Salas**, will introduce our SIOP president, **Kurt Kraiger**. Kurt will present his long-anticipated presidential address (and I distinctly heard him mention something about bobbleheads).

The not-to-be-missed program. Of course the highlight of the SIOP conference is its program. Program Chair Sara Weiner has devoted countless hours (and no doubt has been foregoing a substantial amount of sleep) to putting together an outstanding conference program. Please see her article in *TIP* for the full details. A few of the (many!) key highlights of the program include:

- Thursday Theme Track “Exploring the Potential and Pitfalls of Virtually Connected Work”
- Saturday Theme Track “Reengineering I-O Psychology for the Changing World of Work”
- Special Invited Speakers including:
  - Marshall Goldsmith, Alliant International University, management consultant and author, closing speaker for Saturday Theme Track
  - Arnold B. Bakker, Erasmus University Rotterdam, president of the European Association of Work and Organizational Psychology, on Friday
- Four Friday Seminars with CE Credit (see Sara Weiner’s *TIP* article for details)
- 12 Community of Interest sessions (see Sara Weiner’s *TIP* article for details)

Fun Run. **Paul Sackett,** Pat Sackett, and **Kevin Williams** return as organizers of the 5K Fun Run. Set your alarm early for a 7 a.m. start on Saturday, April 10. We will need to bus you to a nearby park this year, as downtown Atlanta is not amenable to a running event.

Networking. The program has been designed to provide multiple networking opportunities for conference attendees, so be sure to take advantage of them! Some of these networking opportunities include sponsored coffee breaks during the conference (mid-morning and mid-afternoon), general receptions on Wednesday, Thursday, and Saturday, as well as International, CEMA, and LGBT and Allies receptions.

Closing Plenary. We are extremely pleased to announce our closing plenary speaker for our 25th conference, Dr. David Ulrich. In recognition of our anniversary, Dr. Ulrich will present a talk entitled “Looking Back and Moving Forward: Why and How Rigor and Relevance Can Coexist.” A professor of business at the University of Michigan and a partner at the RBL Group, Dr. Ulrich’s research and consulting work focus on how organizations can build capabilities of speed, learning, collaboration, accountability, talent, and leadership through leveraging human resources. Dr. Ulrich has published over 100 articles and book chapters and 20 books. Some of his most recent co-authored books include *HR Transformation* (2009), *Leadership Code* (2008), and *HR Competencies* (2008). Having conducted research or consulting with over half of the companies in the *Fortune* 200, Dr. Ulrich’s influence on the field is well known. *HR Magazine* has identified him as the most influential person in the field of HR three times (2009, 2008, and 2006), *Businessweek* named him the #1 management educator and guru (2001), and *Forbes* identified him as one of the top five executive coaches. Dr. Ulrich has also received six lifetime achievement awards, including one from ASTD and SHRM.

After Dr. Ulrich’s stimulating address, President Kraiger will hand over the SIOP gavel to the incoming SIOP President, Eduardo Salas, who will present an overview of his plans for his term.

Silver Anniversary Closing Reception. Following the closing plenary, SIOP will host its 25th Anniversary Closing Reception. Featuring very special entertainment, delicious appetizers, a champagne toast, a silent auction (with unique treasures), and great ambience, you won't want to miss this celebration!

Postconference Activities: April 11, 2010

SIOP volunteer project. Due to rave reviews over SIOP's volunteer event in New Orleans, we have decided to offer the opportunity for SIOP members to work together after the conference as volunteers in the Atlanta area as well. As the volunteers from last year will attest, this is a unique opportunity to work side-by-side with your SIOP colleagues while connecting with the local community in a meaningful way. The final details are being worked out at the time this article is written, but more details will be online by the time registration begins. The space is limited, so sign up now.

In addition, we also continue to encourage donations to the Make-It-Right Foundation to build homes for Hurricane Katrina victims in the 9th Ward in New Orleans. The total raised since the 2009 conference in New Orleans is an astounding $22,000. To make a donation to THE HOUSE THAT SIOP BUILT, go to www.makeitrightnola.org, click "Donate Now," click "Make Donation," complete the requested information, and select "The House the SIOP Built" from the pull-down menu in the Team Sponsored Home Options.

Atlanta Heroes. Local Arrangements Chairs **Carolyn Facteau** and **Jeff Facteau** invite you to a unique historical tour. The tour starts with a walk down Sweet Auburn Avenue where we will visit Martin Luther King Jr.'s Center for Social Change, where his grave site is located and where you can see Ebenezer Baptist Church and note the birth home of MLK. Next we will enjoy a delicious brunch at Livingston, located in the historic Georgian Terrace Hotel (where Clark Gable stayed for the *Gone with the Wind* premiere). Finally, we will visit the Margaret Mitchell home, the site where one of the world's most beloved novels, *Gone With the Wind,* was written in secret.

Immediately Afterward: Post Postconference Activities

Conference evaluation. After you have returned home and are fully recovered from SIOP 2010, expect a postconference survey from Conference Evaluation Chair **Eric Heggestad.** We will use your feedback to help us plan our next conference in Chicago 2011.

See you in Atlanta!

SIOP's Program Lineup for the 25th Anniversary Annual Conference

Sara P. Weiner
Program Chair, SIOP 2010 Conference
Kenexa

The 2010 SIOP conference program in Atlanta will be outstanding! The Program Committee has been working since the last conference to assemble a compelling mix of critical I-O topics into Theme Tracks, Friday Seminars, Communities of Interest, featured speakers, and other special events. And of course, the centerpiece of our conference is the hundreds of high-quality, peer-reviewed sessions addressing I-O psychology research, practice, theory, and teaching-oriented content. Below is a summary of the program followed by details on the Theme Tracks, Friday Seminars, Master Collaborations, and Communities of Interest. (Note: SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists. SIOP maintains responsibility for this program and its content.)

Theme Tracks

Theme tracks are conferences within a conference, delving deep into a cutting-edge topic or trend and are designed to appeal to practitioners and academics. For each theme there will be multiple integrated sessions (e.g., invited speakers, panels, debates) scheduled back-to-back throughout the day in the same room. You may stay all day to take advantage of the comprehensive programming and obtain continuing education credits for participation in the full track, or you may also choose to attend just the sessions of most interest to you.

- Thursday Theme: *Exploring the Potential and Pitfalls of Virtually Connected Work* (5.25 CE credits)
- Saturday Theme: *Reengineering I-O Psychology for the Changing World of Work* (5.5 CE credits)

Friday Seminars

The Friday Seminars are invited sessions that focus on cutting-edge topics presented by prominent thought leaders. The Friday Seminars offer CE credits and require advance registration and an additional fee. This year's seminars will present the following topics:

- *When Begging Is Not Enough: Detecting and Dealing With Nonresponse Bias to Organizational Surveys*
- *Self-Regulation in Work: The Why, Where, and How of Motivation*
- *At Odds Over Adverse Impact: Perils and Pitfalls in Statistical Reasoning Involving Discrimination*
- *Proactivity at Work: Applying Positive Psychology to Organizations*

Master Collaboration Session

To further the collaborations between science and practice, two subjects will be presented in the Master Collaboration Sessions, each by a leading researcher and a leading practitioner:

- *A Practitioner–Academic Collaboration to Drive Safety Gains at a Large Service Organization.* **J. Craig Wallace**, Oklahoma State, and **Shane Douthitt,** SMD, LLC
- *Executive Coaching: A Practitioner–Academic Collaboration to Investigate Differential Outcomes.* **Bart Craig,** North Carolina State, and Adam Ortiz, Executive Leadership Consulting

Communities of Interest (COI) sessions

There will be 12 outstanding Community of Interest (COI) sessions designed to create new communities around common themes or interests. These sessions have no chair, presenters, or discussant. Instead, they are informally moderated by one or two facilitators. Attend if you would like to (a) meet potential collaborators, (b) generate new ideas, (c) have stimulating conversations, and/or (d) develop an informal network with other like-minded SIOP members. See page 123 for a complete list.

Featured Posters

We will showcase the top 26 rated posters at an evening all-conference reception. Come view some of the best submissions to the conference in a relaxed setting with the presenters.

Friday Invited Addresses

In our continuing efforts to expand and strengthen the relationship between SIOP and the European Association of Work and Organizational Psychology (EAWOP), Arnold Bakker, president of EAWOP, will join us at SIOP, and his invited address is entitled “Engaged Employees Create Their own Great Place to Work.”

Continuing the Volunteer Tradition

The plans for a postconference volunteer activity in Atlanta are underway.

In addition, we also would like to encourage continued donations to the Make It Right Foundation to build homes for Hurricane Katrina victims in the 9th Ward in New Orleans. The total raised since the conference in New Orleans is an astounding $22,000. To make a donation go to www.makeitrightnola.org, click “Donate Now,” click “Make Donation,” complete the requested information, and select “The House the SIOP Built” from the pull-down menu in the Team-Sponsored Home Options.

Acknowledgments

The annual conference is an incredible team effort involving hundreds of volunteers. I am in awe of the dedication of our Program Committee members. There are key individuals in leadership roles whom I would like to acknowledge: Past-Program Chair **John Scott** has been an astute and patient mentor and continues to have a guiding hand in shaping the 2010 conference, and Program Chair-in-Training **Mariangela Battista** has taken on her new role with great energy and skill in her capacity this year of organizing the Saturday Theme Track. John, Mariangela, and I also worked to assign four reviewers each to the nearly 1,300 submissions (about 1,200 reviewers signed up). We also then scheduled the invited sessions and accepted peer-reviewed sessions into the many concurrent sessions available during the conference. We all sincerely appreciate the efforts of all reviewers who contributed their time in this peer-review process to ensure the quality of our conference. I would also like to thank the other Program Subcommittee chairs who contribute their expertise and significant time to their respective responsibilities: **Shawn Burke** (Thursday Theme Track), **Chu-Hsiang (Daisy) Chang** (Friday Seminars), **Eden King** (Call for Proposals and Flanagan Award), **Scott Mondore** (Master Collaboration), and **Linda Shanock** (Communities of Interest and Interactive Posters). As always, none of this would be possible without the outstanding coordination and efforts of SIOP Executive Director David Nershi and the outstanding Administrative Office staff. Finally, **Steven Rogelberg** deserves substantial kudos for his work 3 years ago to assist in the development of customized SIOP software designed to automate the assignments to appropriate reviewers and schedule the program. Incredible effort, planning, thoughtfulness, time, and patience were required to develop this software in collaboration with a programmer while simultaneously serving in his capacity as Program chair that year. All future Program chairs should pay homage, and all past chairs understand why!

The following articles focus on details of the incredible programming awaiting you at our next SIOP conference. We hope to see you in Atlanta!

SIOP 2010 Thursday Theme Track: Exploring the Potential and Pitfalls of Virtually Connected Work

Session Introduction and Opening Panel: ***Where the Rubber Meets the Road: Real-World Challenges to Virtually Connected Work***

Gil Gordon, Gil Gordon Associates; Jacob McNulty, Orbital RPM Learning Solutions; and Doug Reynolds, DDI.

Chair: C. Shawn Burke, University of Central Florida.

Symposium: ***E-HR, Virtual HR, and Other Things Like It: Implications of Technology for HR Theory, Research, and Practice***

Extreme Strategizing: The Role of Technology and HR. Theresa M. Welbourne, eePulse and University of Southern California.

Self-Service HR Systems. Janet Marler, University of Albany-SUNY.

If We Build It, Will They Come? Research and Practice in E-Recruiting. David Allen, University of Memphis.

Trends and Future Developments in E-Assessment. Jeff Weekley and Lauren McEntire, Kenexa.

It's Out There, Why Isn't Anyone Using It? Improving Utilization and Application of E-Learning. Kenneth G. Brown and Steven Charlier, University of Iowa.

Chair/Moderator: Kenneth G. Brown, University of Iowa.

Symposium: ***Building and Managing Virtual Teams in a Global Environment: Moving Forward Through Matching Insights, Tools, and Technology***

Staffing for Distributed Teams: Extending the Boundaries of Current Selection Models. Stephen J. Zaccaro, Gia DiRosa, David Geller, and Alex Zinicola, George Mason University; and Kara Orvis, Aptima.

(Re)Constituting Distributed Work: Foregrounding the Communicative Aspects of Leadership and Teaming in Distributed Organizational Forms. Stacey Connaughton, Purdue University.

The "Human Factor" of Virtual Work: Trust and Information Technology in Distributed Teams. Anna T. Cianciolo, Command Performance Research Inc.

Leveraging Diversity and Technology for Team Performance: The Role of Variety, Disparity, Virtuality, and Knowledge Sharing. David Harrison, Pennsylvania State University; and Ravi Shanker Gajendran, University of Illinois at Urbana-Champaign.

Chair: Gerald F. Goodwin, Army Research Institute.

Moderator: C. Shawn Burke, University of Central Florida.

Symposium: ***Telework as an Evolving Form of Virtual Work: Where Have We Been and Where Are We Going?***

Perspectives on Telework: Going Backward and Forward. Tim Kane, Workplaces.com.

A Multinational Perspective on Telework. Patricia Pedigo, IBM.

Research Insights Into Telework Effectiveness: Findings and New Directions. Jeffrey Hill, Brigham Young.

Chair: Timothy Golden, Rensselaer Polytechnic Institute.

Moderator: Nancy DeLay, Kenexa.

Roundtable: Eduardo Salas, University of Central Florida; and Milt Hakel, Bowling Green State University.

SIOP 2010
ATLANTA
Celebrating 25 Years

What are you doing after the conference?

Spend Sunday in Atlanta and take the Atlanta Heroes tour! Includes many Atlanta landmarks and brunch!

Or, spend the day making a difference. Volunteer activities will be announced soon on the SIOP Web site!

www.siop.org/conference

SIOP 2010 Saturday Theme Track: Reengineering I-O Psychology for the Changing World of Work

Session Introduction: Mariangela Battista, Org Vitality (Chair).

Shape of Things to Come: What Is the New World of Work?
Peter Cappelli, University of Pennsylvania; Alison Jerden, Coca-Cola; and William Macey, Valtera. Chair: Harold Goldstein, Baruch College, CUNY.

Symposium: ***Shift Happens: The Changed Workforce and Employment Relationship***
To Stay or Not to Stay: The Changing Landscape of Retirement for Today's Workforce. Gwen Fisher, Institute for Social Research, University of Michigan.
The C-Suite Diaries: Global Business Leaders on What It Takes to Thrive in the "New Normal." Todd Harris, PI Worldwide.
The Corporate Lattice as the New Career Pathing Model. Amy Titus, Deloitte.
Chairs: Rick Pollak, Rick Pollak & Associates; and Corinne Donovan, MetLife.

Symposium: ***People Analytics***
Using Talent Intelligence to be a More Effective Business Partner. Wayne Cascio, University of Colorado; and Robin Wilson, Luxottica Retail.
So You Want to Get Started with Analytics? Al Adamsen, People-Centered Strategies LLC; and Anne Herman, Kenexa.
Chair: Anne Herman, Kenexa.

Panel Discussion: ***It's All About Me: The Issues of Renewal and Revitalization on an Individual Level***
Understanding the Role of Respite in Personal Renewal. Dov Eden, Tel Aviv University, Israel.
How Recovery is Critical in Revitalization. Sabine Sonnentag, University of Konstanz, Germany.
Experiential Learning: A Personal Encounter with Renewal. Catherine McCarthy, The Energy Project.
Chair: Paula Schlesinger, ITO Development.

Closing Keynote: Marshall Goldsmith, Alliant International University. Chair: Mariangela Battista, Org Vitality.

SIOP 2010 Friday Seminars

Chu-Hsiang (Daisy) Chang
University of South Florida

On behalf of the Friday Seminar Committee, I am delighted to invite you to register for one or two of the four great Friday Seminars that will be offered at the 2010 SIOP conference. These sessions provide the opportunity to engage in an in-depth exploration of cutting-edge research topics and methodological issues from a scholarly perspective. They are presented by leading organizational scientists, are primarily academic in nature, and address state-of-the art knowledge and research. Enrollment is limited and these sessions are expected to sell out, so register early to ensure your opportunity to participate!

The following Friday Seminars are sponsored by the Society for Industrial and Organizational Psychology, Inc. and are presented as part of the 25th Annual Conference of the Society for Industrial and Organizational Psychology, Inc. SIOP is approved by the American Psychological Association to sponsor continuing education for psychologists. SIOP maintains responsibility for the program and its content. Three (3) hours of continuing education credits (CE) are awarded for the participants in one (1) Friday Seminar.

If you have any questions, please contact me at cchang@health.usf.edu or (813) 396-9597.

- *Duration*: Sessions are 3 hours long and you can earn 3 CE credits for attending.
- *Enrollment*: Enrollment for each session is limited to 50 participants.
- *When*: Friday, April 9, during the morning (8:45 am to noon) or afternoon (12:45 pm to 3 pm).
- *Location*: The location will be at the conference site; the specific room will be indicated in the conference program.
- *Cost*: The cost for each Friday Seminar is $85.00 (U.S.).
- *Registration*: You must complete the Friday Seminars section of the general conference registration form (also available on the SIOP Web site) and include payment in your total.
- *Cancellation*: Friday Seminar registrations canceled by March 25, 2010, will be refunded less a $25.00 (U.S.) administrative fee.

Overview of Topics and Presenters

(Full descriptions are available online at www.siop.org/conferences)

Proactivity at Work: Applying Positive Psychology to Organizations. **Sharon K. Parker,** University of Sheffield, and **Deanne N. Den Hartog**, University of Amsterdam.

Coordinator: **Lance Ferris,** Singapore Management University.

When Begging is Not Enough: Detecting and Dealing With Nonresponse Bias to Organizational Surveys. **Steven Rogelberg**, University of North Carolina, Charlotte, and **Jeffrey Stanton,** Syracuse University.

Coordinator: **Liu-Qin Yang**, Portland State University.

At Odds Over Adverse Impact: Perils and Pitfalls in Statistical Reasoning Involving Discrimination. **Dennis Doverspike,** University of Akron, **Scott Morris,** Illinois Institute of Technology, and **David Snyder,** Applied Psychological Techniques.

Coordinator: **Christina Norris-Watts,** Applied Psychological Techniques.

Self-Regulation in Work: The Why, Where, and How of Motivation. **Ruth Kanfer,** Georgia Institute of Technology, and **Gilad Chen,** University of Maryland.

Coordinator: **Russell Johnson,** University of South Florida.

SIOP 2010 Communities of Interest Sessions

Linda Shanock
University of North Carolina at Charlotte

Diversity and Inclusion. Matthew Dreyer and Kecia Thomas

Current Issues in Personality Testing. Rich Griffth

Teaching Leadership. Joyce Bono

Linking I-O Principles to Managerial Decisions. Sara Rynes and Jay Dorio

New Ideas in Team Development. Adam Bandelli and David Astorino

Technology in the Workplace. Jeffrey Stanton and Dan Lezotte

Multigenerational Issues in Organizations. Debra Steele-Johnson and Lisa Finkelstein

P–E/P–O/P–J Fit. Jeff Edwards and Rob Tett

Bridging the Science–Practice Gap. Scott Tannenbaum

Issues in Multilevel Research. Tom Fletcher

Executive Assessment. Bob Hogan and Bob Muschewske

Underemployment. Daniel Feldman

SIOP 2010 Preconference Workshops: Wednesday, April 7

Robin Cohen
Bank of America

1. Human Capital Risk: Communicating Metrics Through the New Language of the C-Suite. Seymour Adler, Aon; Kevin Kline, FBI. Coordinator: Amy Grubb, FBI.

2. The Practical Side of Culture: Defining Your Employment Brand, Shaping Your Communications, and Aligning Your Strategy. Jeffrey Jolton, Kenexa; Anthony Coe, Kenexa. Coordinator: Chris Lovato, Kenexa.

3. Unproctored Internet Testing: What to Consider Before Taking the Leap (To Jump or Not to Jump?). Nancy Tippins, Valtera; Rodney McCloy, HumRRO. Coordinator: Robert Gibby, Procter & Gamble.

4. Using HR Data to Make Smarter Organizational Decisions. Wayne Cascio, University of Colorado; Todd Carlisle, Google. Coordinator: Margaret Barton, OPM.

5. Maximizing the Value of Executive Coaching Within Organizations. David Peterson, Personnel Decisions International; Nisha Advani, Genentech, Inc. Coordinator: Erica Desrosiers, PepsiCo, Inc.

6. Moving Beyond Angoff: Options for Setting Cut Scores, Minimal Qualifications, and Performance Standards. Steve Ferrara, CTB/McGraw Hill; Lorin Mueller, American Institutes for Research. Coordinator: Dwayne Norris, American Institutes for Research.

7. Developing Executives in the 21st Century: Relax—It's Only Uncertainty. Sandra Shullman, Executive Development Group; Randall White, Executive Development Group. Coordinator: Wanda Campbell, Edison Electric Institute.

8. Addressing Organizational Fixations With Fads. Paul Sackett, University of Minnesota; Kevin Nilan, 3M Corporation. Coordinator: Mindy Bergman, Texas A&M.

9. You've Got Survey Results. Now What? Using Organizational Survey Results to Drive Change. Jack Wiley, Kenexa; Scott Brooks, Kenexa. Coordinator: Linda Carr, Cisco Systems.

10. Innovative Techniques for Improving Job Analysis: Leveraging 50 Years of I-O Research and Automation. Elaine Pulakos, PDRI. Coordinator: Cheryl Paullin, HumRRO.

11. Ethics, Values, and I-O Psychology: Doing Good While Doing Well. Joel Lefkowitz, Baruch College; Rob Silzer, HR Development and Assessment. Coordinator: S. Morton McPhail, Valtera.

12. Maximizing the Effectiveness of E-Learning: Research-Based Insights and Practical Solutions. Will Thalheimer, Work-Learning Research Inc. Coordinator: Brigitte Steinheider, University of Oklahoma-Tulsa.

13. It's Not About Facebook: Unlocking the Power of Social Networks in Organizations. Dan Halgin, University of Kentucky; Kate Ehrlich, IBM Research. Coordinator: Michel Buffet, Fisher Rock Consulting.

14. Going Global: Considerations in Establishing and Managing Global Assessment and Survey Systems. Helen Bradley, A&DC Ltd.; Michael Fetzer, PreVisor; Kyle Lundby, Kenexa. Coordinator: Tim McGonigle, SRA.

15. Trends in Employment Law: *Ricci* and Beyond. Kathleen Lundquist, APT Inc.; R. Lawrence Ashe, Ashe, Rafuse, and Hill, LLP. Coordinator: Liberty Munson, Microsoft Corporation.

Culture. Values. Engaged Employees.

Find it all at DDI.

Since 1970, Development Dimensions International (DDI) has been transforming the world of organizational development with solutions for hiring, promoting, and developing the best talent. We work with some of the world's most recognizable companies to create engaged, high-performing workforces.

And we practice what we preach. We were voted The Best Place to Work among large companies in the Pittsburgh area by the *Pittsburgh Post-Gazette*. Our own employee engagement scores outrank every company we've measured. With a focus on our associates' development as well as interesting and challenging work, careers at DDI are highly sought-after.

Interested? Get to Know Us Better:

- Log on to www.ddiworld.com to learn more about our company.
- Find a complete list of job opportunities and submit your application at www.ddiworld.com/careers.
- Connect with Pam Danas (DDI Recruiter) on LinkedIn.

DDI values diversity and is an
equal opportunity employer.

DDI®
Development Dimensions International

ONLINE RECRUITMENT DOESN'T GIVE YOU THE FULL PICTURE...

...IT WILL WITH

Verify

test with confidence

SHL Verify™ delivers online ability testing that protects you against the risks of cheating and security breaches. With new advances in randomized test technology, enhanced data security, and a quick re-test to verify candidate ability, SHL Verify will change the way companies recruit. Get the robust information you need—earlier in the process—and identify the best people, faster.

Let's talk.

Find out how SHL Verify will revolutionize the way companies recruit.

1.800.899.7451

www.shl.com/breakthrough

shl®

PEOPLE PERFORMANCE

Highhouse Named Ohio Eminent Scholar

Scott Highhouse has been named Bowling Green State University's Ohio Eminent Scholar in industrial-organizational psychology.

Highhouse, a BGSU faculty member since 1996, fills the position that opened in June with the retirement of **Milton Hakel**, who had been the university's Ohio Eminent Scholar in I-O psychology since 1991. Highhouse is one of two Ohio Eminent Scholars at BGSU.

The program was created by the Ohio Board of Regents 25 years ago and funded by the legislature to attract world-class scholars to the state's universities. Bowling Green's psychology department was awarded the Eminent Scholar position in I-O psychology in 1990. The industrial-organizational program has an international reputation for its research on human behavior in organizations and is ranked fourth among such programs nationwide in this year's *U.S. News & World Report*.

Ohio Eminent Scholars are typically hired from outside the state, noted **Michael Zickar**, psychology department chair, I-O psychologist, and member of SIOP.

"However, we felt that using nearly any objective criteria, Scott Highhouse would have been at the top of any list," he said, calling Highhouse "one of the field's leading scholars in the area of managerial decision making."

Highhouse, who received his PhD from the University of Missouri-St. Louis in 1992, was associate editor of both the *Journal of Occupational and Organizational Psychology* from 2007–2009 and *Organizational Behavior and Human Decision Processes* from 2001–2007. He has been named a Fellow of the American Psychological Association, the Association for Psychological Science, and SIOP.

"His research is cited by scholars around the world," said Zickar of Highhouse, whose primary areas of expertise are assessment/selection for employment and human judgment/decision making. "He has served in leading positions in scholarly societies and is regularly consulted by leading companies on how to improve their hiring processes."

Highhouse formerly worked in organizational development at Anheuser-Busch Companies. His work has been featured in the *Washington Post, Wall Street Journal,* and *Chronicle for Higher Education.*

SHRM™
Foundation
Investing in the Future of HR

HR Research Funding Available

Apply for a Grant

The SHRM Foundation accepts proposals for high-impact, original HR research with clear applied implications. A proven track record is necessary, but proposals need not come from "big name" researchers at top research schools. Researchers may also be based outside the United States—the recent acceptance rate has been similar for researchers both inside and outside the United States.

2010 Submission Deadlines:

April 7, 2010 Decisions conveyed by July 7, 2010
August 16, 2010 Decisions conveyed by Nov. 29, 2010
December 13, 2010 Decisions conveyed by April 6, 2011

Visit www.shrm.org/foundation and select "Research Grants" for complete details.

SHRM Foundation, 1800 Duke Street,
Alexandria, VA 22314
+1-703-535-6020

www.shrm.org/foundation

09-0740

“We Have Concluded That It Is Appropriate for You to Use the Term ‘Psychologist’ Provided ...”

Romella J. McNeil
Sedate State, LLC

For something that could have such a huge impact on state licensure requirements for I-O psychologists, the story is fairly short and rather boring. On July 1, 2008, the District of Columbia Department of Health’s Board of Psychology granted me permission to use the term “psychologist” without having to be licensed.

It began with my desire to use the word “psychology” to promote the consulting services my budding business, Sedate State, provides. I contacted the Board of Psychology within the district’s health department and explained that I earned my doctorate in I-O psychology and that I had made a conscious decision not become a clinician. I was transferred repeatedly (okay, only twice) until I was directed to Mr. Van Brathwaite. Mr. Van Brathwaite, at the time, was an attorney for the board. I explained to him my position, which was (is) I should not have to be licensed as a clinician to practice I-O. (DC did not have a separate licensing procedure for nonclinicians.)

Mr. Brathwaite was sympathetic to my arguments, which were very simple: (a) I was not a clinician and I was not because I did not want to be one, (b) others who provide similar services do not have to be licensed, and (c) those others get to use their names (i.e., their profession). He stated that he agreed with me, but he needed to review my request with the executive director for Behavioral Health.

Later received a call from him stating I was granted the waiver. He said that I would have to make it crystal clear in all my marketing and representations to “the public” that I was not licensed to practice clinical psychology. He asked if I wanted the waiver in writing or would an e-mail suffice; I humbly requested a letter. It reads as follows, “We have concluded that it is appropriate for you to use the term ‘psychologist’ provided that it is accompanied by the wording “practice limited to industrial-organizational psychology.”

All I did was ask for a waiver, and it was granted.

Report From the APA Council of Representatives, August 2009

Deirdre J. Knapp
Human Resources Research Organization (HumRRO)

Your 2009 APA council representatives (**José Cortina,** Deirdre Knapp, **Howard Weiss,** and **Bill Macey** standing in for **Ed Locke**) joined roughly 160 of our fellow representatives in August for the summer Council of Representatives meeting in Toronto.

More time than usual was devoted to discussion of the finances of the organization. APA ended 2008 roughly $5M in the red. This outcome was even worse than we expected when we met in January. Because APA must reflect investment losses but not the real estate it owns in calculating net worth, the financial health of the organization is actually somewhat better than this might suggest. Nonetheless, it is imperative that APA finish 2009 without appreciable losses.

The APA CEO worked with his management team on serious cuts to operational costs, including cutting about 30 staff positions. The COR also took responsibility for achieving a balanced budget in 2009 by voting on dramatic cuts, including once again canceling the fall consolidated meetings of the various APA boards and committees. Nothing was sacred, and there was considerable angst over the vote to greatly reduce APA's contribution to the Akron Historical Archives.

On a more pleasant (though not terribly exciting) note, the COR voted to accept the APA strategic plan goals and objectives, adding to the vision statement approved in January.

The COR received two reports. One report, the product of an APA Task Force on the Interface Between Psychology and Global Climate Change, examined how psychological science can be applied to encourage people to engage in environmentally sensitive behaviors. The second report, also based on a review of the relevant published literature, found insufficient evidence for claims that sexual orientation can be changed through therapy and concluded that therapists should avoid telling their clients that they can change from gay to straight. Both reports received national press coverage during the convention. If you have suggestions for an APA task force that would focus on a societal issue of particular relevance to work-related psychological research, please offer suggestions to one of your APA council representatives. It is a long process to get these task forces approved and funded, but it would be rewarding to see something initiated by I-O psychologists.

In response to ongoing concerns regarding APA Ethical Standards 1.02 and 1.03, which address conflicts between ethics and law and ethics and organizational demands, the CRO directed the APA Ethics Committee to propose language that would clarify the psychologist's obligations when such conflicts arise.

José and Deirdre will complete their terms as council representatives in December. **David Peterson** and **Debra Major** will be starting their terms in January. Welcome!

HIRE GREAT PEOPLE

Resource Associates brings cutting edge aptitude and personality tests to help you improve your hiring decisions. We have worked with companies worldwide to predict employee success and hire the best candidates.

» Assessments available online for over 100 job categories
» Many options for customization
» Measures supported by scholarly research
» Affiliate relationships available
» 25+ years experience in the testing field

Visit our website where you can evaluate 100+ tests and learn about our automated testing system. If you still have questions, let us help you determine the best approach.

Contact John W. Lounsbury, Ph.D. at 865-577-6089
or via email, info@resourceassociates.com.

ra
RESOURCE
ASSOCIATES

resourceassociates.com

A Colorado Consortium

Excellent Speakers and Audience Participation Highlight 5th Annual LEC

Stephany Schings, Communications Specialist

This year's Leading Edge Consortium (LEC) included numerous opportunities for attendees to participate in the discussion of the leading edge of selection and assessment.

SIOP's 5th annual consortium, "Leading Edge of Selection and Assessment in a Global Setting," took place at the Hyatt Regency Tech Center. LEC Chair **Lois Tetrick** and Co-chairs **Ann Marie Ryan** and **Tanya Delany** led the consortium and encouraged attendees to continue to network and interact even after the event ended.

Attendees were welcomed Thursday night with a reception in the Hyatt's 12th floor Centennial Room, which offered beautiful views of downtown Denver as well as the Rocky Mountains.

Friday and Saturday were punctuated with two keynote speakers, Cisco's Kristie Wright as opening keynote on Friday and Google's Todd Carlisle as closing keynote on Saturday. Wright discussed Cisco's use of a blend of traditional I-O and clinical methodologies to most effectively assess executive capabilities in an increasingly complex environment. Carlisle closed the consortium with a discussion of microtrends in global staffing, data trends Google uses to find and capture the best and brightest applicants for their global staffing efforts.

Other speakers included:

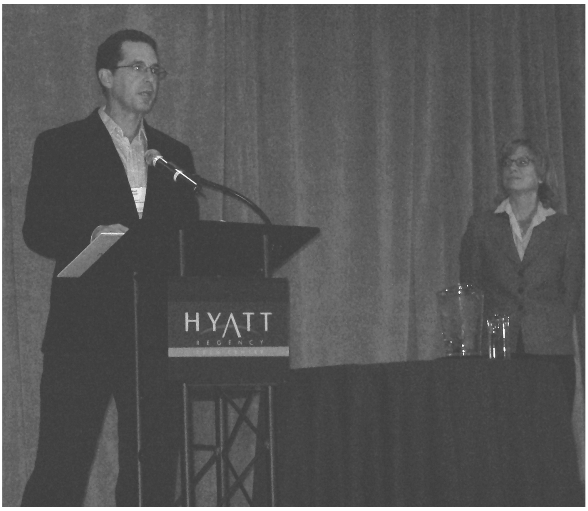
- **Dave Bartram**, SHL, **Tanya Delany**, IBM, and **Nancy Tippins**, Valtera, who discussed "The Changing Face of Assessment"
- **Matt Barney**, Infosys, **Eric Braverman**, Merck, and **Karen B. Paul**, 3M, who presented "Showcase of Successful Global Selection Systems"
- **Doug Reynolds**, DDI, who spoke on privacy
- Kerry Olin, Microsoft, **Adam Malamut**, Marriott, and **Joe Colihan**, IBM, who gave the presentation "Cross Border Hiring"
- **Robert Gibby**, Procter & Gamble, **Mike Fetzer**, PreVisor, **Rod McCloy**, HumRRO, who made up a panel to discuss "Computerized Adaptive Testing"
- **Scott Erker**, DDI, and **Matt Redmond**, Redmond Leadership Consulting, who presented "Interviewing Across Cultures"

The interactive "Nuts and Bolts" sessions offered attendees a chance to discuss specific topics within small group, and the first ever Learning Lab was a hit, offering attendees a chance to view demos of actual selection and assessments systems that have been implemented internationally by Hogan Assessment Systems, Sandra Hartog & Associates/Fenestra, and SHL.

Next year's Leading Edge Consortium, "Developing and Enhancing High-Performance Teams," which will take place October 22–23 in Tampa, FL, will be chaired by Past President **Gary Latham**. SIOP members **Deb Cohen** and **Scott Tannenbaum** will serve as co-chairs of the 6th annual consortium. Among the presenters will be SIOP President Elect **Eduardo Salas**, **Richard Hackman** (Harvard University), and **Michael Beer** (chairman of TruePoint, a consulting firm in Boston).

Latham urges people to register early, as he has set a specific high goal of 250 or more attendees at next year's consortium. The current SIOP record is 229 attendees, set at the Charlotte, NC consortium in 2006.

Keep reading for photos of this year's consortium.
You can also pre-order the LEC 2009 DVD on the SIOP bookstore.



SIOP President Kurt Kraiger presents an Innovative Practice Award Presidential Citation from the American Psychological Association (APA) to SIOP Member Cristina Banks before Saturday morning's program. Banks received the award earlier this year for her work on classifying employees as exempt and nonexempt but was unable to accept the award when it was presented.

Colorado's Rocky Mountains offered a beautiful backdrop to Thursday night's Welcome Reception.

Left: LEC Chair **Lois Tetrick** thanks Practice Chair **Tanya Delany** (right) and Science Chair **Ann Marie Ryan** (center) for all of their efforts in helping to plan the consortium.

HYATT
REGENCY

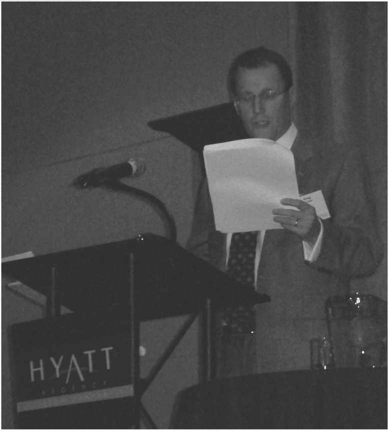
Right: Opening keynote speaker Kristie Wright discusses the cross-disciplinary practices Cisco has used in its global selection and assessment systems.

Attendees participate in a small group discussion during the Reflection Discussion on Global Assessment Trends session.

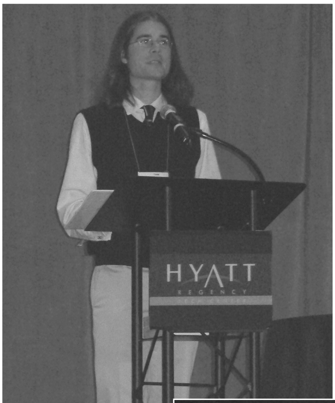
Attendees gather to see how an actual global selection and assessment system worked for Sandra Hartog & Associates/Fenestra. This was part of the Learning Lab, a new session to the LEC that provided participants with a hands-on chance to experience the tools and innovations that other attendees have developed and successfully implemented.

Which of the following presented the biggest problem to solve while trying to take the test global?
a) Existing Competency Model
b) Multiple business models (B2B, direct,etc....) within 3M
c) Multiple Languages
d) Data Privacy Laws
e) Some Small Subsidiaries
i>clicker
3M

Left: Attendees participate in an interactive session using the i<clickers audience response system.


HYATT
REGENCY

Below: Closing keynote speaker Todd Carlisle discusses his experiences studying microtrends in selection and assessment on the People Analytics Team at Google.


HYATT
REGENCY

Doug Reynolds reads wording from privacy laws from around the world during "Data Privacy," his presentation on the often overlooked step in the design of global assessments: the transfer of data across borders.

Discussion Starters
"The thing our organization feels has been most successful with regard to this topic is...."
"A best practice in this area is ....."
"The thing that causes me the most frustration related to this topic is....."
"I wish someone would publish some research on..."

Attendees list examples of results of tests administered across different cultures.

SIOP MEMBERS IN THE NEWS

Clif Boutelle

SIOP members have a wealth of expertise to offer reporters, and by working with the media, they are providing opportunities to greatly increase the visibility of industrial and organizational psychology and SIOP.

Media Resources, found on the SIOP Web site (www.siop.org), has proven to be a valuable tool for reporters looking for experts to comment on their stories about the workplace. Members who are willing to talk with the media are encouraged to list themselves and their area(s) of specialization in Media Resources. It can easily be done online.

Following are some of the news stories that have been printed, using SIOP members as resources, since the last issue of *TIP*.

Mkay Bonner of Bonner Solutions and Services in W. Monroe, LA contributed a story on workplace bullying to the October 27 *Delta (MS) Business Journal*. To combat workplace aggression, she suggested that companies be thorough and cautious in their hiring and retention practices and use well-developed selection and evaluation tools. Also, she advised companies analyze the workplace culture, then define and implement appropriate policies and training programs.

Constance Dierickx of RHR International (Atlanta) was interviewed in the October 13 issue of the corporate board magazine about ways to build a solid board of directors. Among her suggestions: that effective board members ask great questions, even if they might seem stupid at the time. She cited examples of where a board member asked a key question that led to huge savings for a company.

She was also featured in a September 23 *Chicago Examiner* article about CEO succession planning. With CEO's exiting their jobs at a rapid pace (101 in August alone, according to global outplacement research firm Challenger, Gray, and Christmas), succession planning is getting more attention in many corporate boardrooms. Dierickx provided a list of steps boards should consider when searching for a new CEO, including developing talent pipelines within the organization, having a communications strategy with all key stakeholders, and making succession a prime board responsibility.

Anna Marie Valerio of New York City and author of the recently published *Developing Women Leaders: A Guide for Men and Women in Organizations*, wrote a column, based upon her book, in the October 16 *BusinessWeek* outlining steps organizations need to develop women leaders.

And the October 7 issue of *Womenetics* carried a story on coaching women leaders that quoted Valerio. The article noted that 65% of coaching clients are women, according to the International Coaching Federation. Valerio said that getting the support they need to complete challenging assignments, as well as balancing home and work life, are common issues for female clients.

Richard Arvey of the National University of Singapore authored an editorial in the October 20 Singapore *Straits Times* press entitled "Executive Compensation: Debunking the Myths." He also contributed op-ed pieces to the *Straits Times* on June 30 ("Nature vs. Nurture: Are Leaders Born or Made?") and July 13 ("Biases in Decision Making: There Is More Than You Think.")

For an October 15 story on companies trying to deal with potential H1N1 influenza virus, the *Boston Globe* interviewed **Amy Cooper Hakim** of Boca Raton, FL. She noted it is important for businesses to take steps to deal with swine flu even if there is no problem at the time. It shows employees that the organization cares and is being responsible. "But preparations can make people nervous if these actions are not explained," she said.

Research, conducted by **Leslie Hamme**r of Portland State University and **Ellen Ernst Kossek** of Michigan State University, highlighted an October 13 congressional briefing on how changes in the workplace environment can benefit employees' health and organizations' bottom lines. The research findings were released by the Work, Family, and Health Network. Hammer and Kossek's work was reported on an October 14 ABC News program and the October 15 issue of SHRM's *HR News*. They found that training supervisors to be supportive of employees' family and personal lives led to higher job satisfaction and better physical health and that it reduced the likelihood of turnover among workers they studied at 12 grocery chains in Ohio and Michigan.

Columns by **Douglas McKenna** of Oceanside Institute in Greenbank, WA that appeared in the October 8 and 15 issues of *Forbes* magazine focused on management issues. The October 15 article stressed the importance of busy senior executives exercising self-control over their workdays. The ability to control thoughts and actions is critical to the effectiveness of leaders, he wrote. The October 8 column discussed how face-to-face meetings with employees can be effective if done right. He advised executives to be smart about face-to-face meetings. Used carelessly, they can waste time, drain energy, and set off emotional chain reactions that makes things worse not better.

The October 14 issue of CNN.com published a list of 30 occupations that paid in the $80,000 range based on figures supplied by the Bureau of Labor Statistics. Industrial-organizational psychologists, at $86,460, were among the top occupations. The top paying jobs in the $80,000 range, in the survey conducted by CareerBuilder.com, were sales engineers, construction managers, veterinarians, and geoscientists, all paying about $89,000.

A story in the October 8 issue of *Reliable Plant* magazine featured a presentation **Scott Erker** of Development Dimensions International made at SIOP's Leading Edge Consortium in October. He discussed interviewing across cultures, pointing out that "there are more expatriate managers assigned to key positions around the world than ever," who are responsible for developing and managing teams comprised of persons from vastly different cultures. Understanding the local culture, language, and people are particularly important to the expat manager, he said. Hiring managers need to include more depth and breadth in their interviews rather than skimming over basic questions, he added.

When, during a campaign debate, the mayor of Boston had to defend his temperamental outbursts, the *Boston Globe* carried an October 4 story on how executive temperament affects organizations. The story quoted Douglas McKenna of Oceanside Institute in Greenbank, WA and **Richard Boyatzis** of Case Western Reserve University. McKenna said that CEOs who lose their temper often makes employees more insecure, less smart, less creative, and more interested in keeping their jobs than advancing the company's mission. Boyatzis added that studies show that CEOs who regularly fly off the handle affect employees' brain circuitry, making them more likely to conform rather than perform and less receptive to ideas.

In the September–October issue of *Chief Executive* magazine, **Paul Winum** of RHR International (Atlanta) was featured in a panel discussion on rebuilding trust in CEOs. At the root of the problem, he said, is a disconnect between centuries-old leadership principles and the context in which today's leaders have been forced to operate, adding that confidence in business leaders is at an all time low.

He was also cited in the August issue of *Corporate Board Member* magazine where he discussed how boards can be more effective in managing CEO succession. The best boards regard CEO succession as a core business continuity issue that demands a comprehensive, ongoing process of oversight and management. Too often CEO succession is consigned to the back burner of board agendas, he said.

The validity of the Graduate Management Admission Test (GMAT) was the subject of a study conducted by **In-Sue Oh** of the University of Alberta and reported in the September 29 issue of the *National Post* in Canada. Although the test remains popular in graduate admissions offices, critics argue that at best the test is redundant and at worst inadequate. Oh said the study showed that the test functions quite well in its ability to predict success in graduate-level business classes. "The GMAT is more valid than previously believed and thus should be given greater weight in business school admission decisions," he said.

David Arnold, general counsel for Wonderlic, Inc. in Libertyville, IL, was a guest on WGN Radio in Chicago September 23 talking about employee screening in the retail sector. He discussed the impact of employee theft and counterproductivity on retailers, as well as provided insight on the use of preemployment testing and other hiring tools for reducing employee theft and other forms of workplace counterproductivity.

James Outtz, a Washington D.C. consultant; **Rich Cober**, president of the Personnel Testing Council of Metropolitan Washington; and **Eric Dunleavy** of DCI Consulting Group contributed to a September 2 *Washington Post* story about different approaches to writing tests that are fair and avoid racial discrimination. Outtz pointed out that "multiple choice testing, in addition to whatever else you are trying to measure, measures something called convergent thinking. You are given a problem and asked to converge on a single answer that solves the problem. In real life, we don't have many problems like that." He added that in some cultures divergent thinking is valued over convergent thinking. Rather than looking for one answer, he said, divergent thinking values finding as many answers as possible. Cober cited the importance of sticking to testing fundamentals and added, "The important thing is that any organization has a plan." Dunleavy said there are many different approaches, and even with *Ricci v. DeStefano* on the books, there really is no right answer to approach race and testing.

Paul Damiano of Good Works Consulting in Summerfield, NC and **Ben Dattner** of Dattner Consulting in New York City contributed to an August 30 *New York Times* career story about dealing with nonperforming colleagues. Office conversations about subjects that have nothing to do with work are time wasters, and Damiano advises that focusing on the need to get work done will make it hard for the coworker to feel personally insulted by cutting off the conversation. Dattner noted that it is easy to overvalue your work and undervalue others, but how much time you perceive someone is working is not necessarily a valid reflection of the effort they are expending or the results they are achieving.

Although pay for CEOs, like their employees, has diminished, news reports still relate that some CEOs are enjoying hefty compensation packages. Directors face a difficult balancing act because they want to retain and reward top executives who make hard choices that boost the bottom line. But, according to an August 26 *BusinessWeek* story, problems can emerge when leaders appear to be reaping high rewards at a time when they're demanding sacrifices from their workers. Even the perception of inequity can damage a company, said Ben Dattner of Dattner Consulting in New York City. He added, "Concerns about employees and retention and organizational culture have been pushed aside by the demands of the global economic crisis." Once the economy stabilizes, he said, leaders who put themselves first may see a talent drain. This year will be a true test of CEO pay equity, predicted **Edward E. Lawler III** of the University of Southern California's Marshall School of Business. If the stock market's recent gains hold up, CEOs "may be the only people who've come through the downturn in good shape," he said.

An August 24 *Forbes* magazine article carried a lengthy story on a joint study about employee motivation conducted by the Workplace Research Foundation and the University of Michigan. The foundation's **Palmer Morrel-Samuels** spearheaded the project. The survey found that higher pay may result in higher job satisfaction but does not necessarily lead to higher motivation. Motivation cannot be purchased, he said. It has to do with intellectual challenge, pride in developing a sense of mastery, and the need to make a contribution to both the job and society, he said. Having motivated employees starts at the top with CEOs who create and support a work environment that fosters motivation, said Palmer, who is also president of Employee Motivation and Performance Assessment in Chelsea, MI.

How CEOs explain their jobs to their children was the subject of an August 14 *Forbes* magazine story that featured quotes from **Howard Weems** of Oakwood University in Alabama. He said CEOs should be especially open about their work. He also pointed out the danger that children of high-powered executives can develop a sense of entitlement. He suggested two ways of preventing that: expose them to charity work and make they earn what they get.

Cristina Banks of Lamorinda Consulting LLC in Moraga, CA contributed to an August 10 *Wall Street Journal* story about a lawsuit raising the question of whether hourly employees should be paid for time spent responding to work calls and e-mails after the work day is completed. With smart phones, which typically provide Internet access and e-mail as well as voice calling, “the boundaries become much more permeable” and work is difficult to monitor, she said.

In a July 23 *Fast Company* story about empathy and leadership, **Doug Reynolds** of Developmental Dimensions International, Inc. was included. He noted that empathy comes in two parts, one of which is behavioral. That’s the part that can be taught: Leaders can be encouraged to stop barking orders, listen for “empathy cues,” and ask better questions. What cannot be taught is when a person is actually feeling the other person’s emotions, the truest definition of an empathetic person. “That’s a personality trait,” he said.

Age discrimination was the focus of an Equal Employment Opportunity Commission hearing in Washington in July in which **Michael Campion** of Purdue University was an invited presenter. His comments were reported by a number of media including the *Washington Post, Reliable Plant* magazine*, Management Issues,* and *Environment, Health and Safety* magazine. He said there are a number of stereotypes that influence employment decisions about older workers. He told the EEOC panel the impact of age stereotypes on employment opportunities for older persons would be diminished if employers, when faced with downsizing decisions, focus attention on the individual job-related characteristics of employees. “Employment decisions should always begin with an analysis of the work to be done and the knowledge, skills, and human attributes required to perform that work,” he said.

William Byham of Developmental Dimensions International, Inc. was quoted in a July 13 *Wall Street Journal* story about older workers delaying retirement plans, which could not come at a worse time for some companies struggling to shed workers. “Some companies, like GM, are paying people to retire,” he said. An alternative, he added, is not to recruit this year, but then “you get a hole in your work force. That causes all kinds of problems down the road, including not getting enough new ideas.”

Please let us know if you, or a SIOP colleague, have contributed to a news story. We would like to include that mention in **SIOP Members in the News.**

Send copies of the article to SIOP at siop@siop.org or fax to 419-352-2645 or mail to SIOP at 440 E. Poe Rd., Suite 101, Bowling Green, OH 43402.

IOTAS

Anna L. Sackett
University at Albany

Awards & Recognition

Eugene Stone-Romero, University of Texas at San Antonio, was awarded the 2009 Distinguished Career Award in the Research Methods Division of the Academy of Management. SIOP members who have been honored previously with the award include **Larry Williams, Neal Schmitt, Larry James, Jeff Edwards, Phil Bobko,** Nambury Raju*, and **Frank Schmidt.**

Scott Highhouse has been named Ohio Board of Regents Eminent Scholar at Bowling Green State University. Scott succeeds **Milt Hakel**, who retired from the position. Scott was also named a 2009 Fellow of the Association for Psychological Science.

CONGRATULATIONS!

Transitions, Appointments, and New Affiliations

Jamie Madigan recently moved to a new position with the National Archives and Records Administration as a personnel psychologist.

The Personnel Testing Council of Metropolitan Washington, DC (PTC/MW) announced new officers for 2010, and SIOP members are well represented. **Pat Curtin** is the vice president of Programs; **Courtney Morewitz** is secretary; and **Gonzalo Ferro** is recorder. Continuing on the PTC/MW Board next year will be **Eric Dunleavy** as president and **Rich Cober** as past president. Congratulations!

BEST OF LUCK!

Keep your colleagues at SIOP up to date. Send items for **IOTAS** to Wendy Becker at WBecker@siop.org.

---

*deceased

Announcing New SIOP Members

Adrienne Colella
Tulane University

The Membership Committee welcomes the following new Members, Associate Members, and International Affiliates to SIOP. We encourage members to send a welcome e-mail to them to begin their SIOP network. Here is the list of new members as of November 18, 2009.

Gary Bailey
Elon University
Elon NC
bailey@elon.edu

Matthijs Bal
VU University Amsterdam
Amsterdam The Netherlands
pbal@feweb.vu.nl

Christopher Barnes
U.S. Military Academy
West Point NY
christopher.barnes@usma.edu

Marla Baskerville Watkins
Northeastern University
Brookline MA
m.baskerville@neu.edu

Jacqueline Bassani
Sirota Survey Intelligence
Purchase NY
jbassani@sirota.com

Jaime Bayona
Bogotá Colombia
jaimebayona@gmail.com

Katrina Bedell Avers
Federal Aviation Administration
Yukon OK
Katrina.Avers@faa.gov

Tara Behrend
George Washington University
Washington DC
behrend@gwu.edu

Carmel Benson
Santa Cruz CA
carbenso@cisco.com

Justin Benzer
COLMR, VA Boston
Pawtucket RI
justin.benzer@va.gov

Alok Bhupatkar
American Institutes for Research
Alexandria VA
alokbhupatkar@yahoo.com

Adib Birkland
The City College of New York
New York NY
abirkland@ccny.cuny.edu

David Bowen
Thunderbird
Glendale AZ
bowend@thunderbird.edu

Michelle Brodke
Huron OH
mbrodke@bgsu.edu

Jill Budden
National Council of State Boards of Nursing
Chicago IL
Jill.Budden@gmail.com

Swati Buddhavarapu
Self-employed
Brookline MA
swatirao@gmail.com

Dan Chiaburu
Pennsylvania State University
Center Valley PA
dchiaburu@mays.tamu.edu

May Colatat
Ameren
St Louis MO
mcolatat@ameren.com

Brian Collins
University of Southern Mississippi
Biloxi MS
brian.collins@usm.edu

Katleen De Stobbeleir
Gent Belgium
katleen.destobbeleir@vlerick.be

Nazanin Dormani
Federal Government of Canada
Chelsea QC Canada
nazanin.dormani@psc-cfp.gc.ca

Armando Estrada
Washington State University-Vancouver
Vancouver WA
estrada@vancouver.wsu.edu

Brian Evans
Allstate Insurance Company
Gurnee IL
bevans@thechicagoschool.edu

Gerry Fahey
Self-employed
Dublin Ireland
odsolutions@eircom.net

Erich Fein
Ohio State University
Adelaide Australia
erich.fein@unisa.edu.au

Heather Gahir
AlixPartners
Southfield MI
hgahir@alixpartners.com

Myles Genest
Halifax NS Canada
myles.genest@genestpsychology.com

Sarah Gilbert
Arlington VA
sgilbert@air.org

Zev Goldrich
Dept. of Defense-Defense Business Transformation
Rockville MD
zevgoldrich@hotmail.com

Anton Grobler
Pretoria ZA
grobla@unisa.ac.za

Nigel Guenole
Goldsmiths, University of London
London United Kingdom
n.guenole@gold.ac.uk

Michael Hansen
North Carolina State University
Charlotte NC
hansenm@mindspring.com

Reanna Harman
SWA Consulting Inc.
Raleigh NC
reannaharman@gmail.com

Lauren Harris
Turknett Leadership Group
Atlanta GA
lharris@turknett.com

Beth Heinen
ICF International
Saint Louis MO
bheinen@icfi.com

David Henderson
University of Illinois at Chicago
London United Kingdom
davhen1@aol.com

Andreas Hirschi
Leuphana University of Lueneburg
Lueneburg Germany
hirschi@leuphana.de

Rebecca Hoffner
Virginia Tech
Chicago IL
hoffner@vt.edu

Jennie Hollmann
Mainsail Associates, Inc.
Hillsborough NJ
jennie@mainsailassociates.com

Edward Hoover
University of South Florida
Augusta GA
erhoover@mail.usf.edu

Lei Huang
Anhui University of Technology
Maanshan, Anhui China
lhuangshrm@gmail.com

Arwen Hunter
U.S. Army Research Institute
Landenberg PA
Arwen.Hunter@us.army.mil

Megan Huss
U.S. Office of Personnel Management
Kansas City MO
megan.huss@opm.gov

Joseph Imburgia
Western Springs IL
dspsy@aol.com

Ilke Inceoglu
SHL Group plc
Thames Ditton, Surrey
United Kingdom
ilke.inceoglu@shlgroup.com

Kara Jeansonne
Personnel Decisions Research
Institutes, Inc.
Arlington VA
kara.jeansonne@pdri.com

Ashley Johnson
Hogan Assessment Systems
Tulsa OK
ashleyjohnsonok@gmail.com

Suzanne Juraska
Personnel Decisions Research
Institutes, Inc.
Arlington VA
suzanne.juraska@pdri.com

Alyx Kahler
Southern California Edison
Pasadena CA
alyxekahler@hotmail.com

Kathryn Keeton
University of Houston
Pearland TX
KathrynEKeeton@gmail.com

Heidi Kenoyer
The Boeing Company
Renton WA
heidik14@juno.com

Kwanghyun Kim
California State University-East Bay
Hayward CA
harrykim5@gmail.com

Alexandria Klinger
Alico
Wilmington NC
adklinger@gmail.com

Susan Kochanowski
Red Hook NY
susan.kochanowski@marist.edu

Tine Koehler
The University of Melbourne
Parkville, Victoria Australia
tkoehler@unimelb.edu.au

Nina Kontos
New York NY
ninakontos@yahoo.com

Penny Koommoo-Welch
GlaxoSmithKline
Cary NC
penny.koommoowelch@gmail.com

Shamala Kumar
Purdue University
Peradeniya Sri Lanka
shamalak@pdn.ac.lk

Rene Kusch
University of the Armed Forces, Hamburg
Lueneburg Germany
rene.kusch@web.de

James Kuthy
Biddle Consulting Group, Inc.
Folsom CA
jkuthy@biddle.com

Patrick Kyllonen
Educational Testing Service
Princeton NJ
pkyllonen@ets.org

Andrea Larson
Merck & Co., Inc.
Bloomingdale NJ
andreajolarson@gmail.com

Jeffrey Levey
Tech Team Government Solutions
Cincinnati OH
jeffreylevey@gmail.com

Wu Liu
Hong Kong Polytechnic University
Kowloon Hong Kong
msliuwu@inet.polyu.edu.hk

Marcel Lourel
Mont Saint Aignan France
marcel.lourel@univ-rouen.fr

Martin Lukes
Prague Czech Republic
lukesm@vse.cz

Travis Maynard
Colorado State University
Fort Collins CO
travis.maynard@business.colostate.edu

Daniel McAllister
National University of Singapore
Singapore
bizdjm@nus.edu.sg

Robert Mensah
Accra Ghana
robertandmensah@yahoo.com

Alexandra Michel
Heidelberg Germany
alexandra.michel@psychologie.uni-heidelberg.de

Courtney Morewitz
Marriott International, Inc.
Bethesda MD
courtney.morewitz@marriott.com

Carrie Murphy
Booz Allen Hamilton
Reston VA
carriejmurphy@yahoo.com

Prakash Nair
Houston TX
prakash@tamu.edu

Nicole Neff
Freddie Mac
Arlington VA
nicole_neff@freddiemac.com

James O'Brien
University of Western Ontario
London ON Canada
jobrie3@uwo.ca

Kristin Olson
Booz Allen Hamilton
Arlington VA
olson_kristin@bah.com

Katerine Osatuke
Cincinnati OH
Katerine.Osatuke@va.gov

Elena Papavero
Jackson NJ
elena@monmouth.com

Sarah Pappachan
The Home Depot
Atlanta GA
spappachan@hotmail.com

Hee Jin Park
Seoul South Korea
heepark@yonsei.ac.kr

Kizzy Parks
K. Parks Consulting Inc.
Melbourne FL
kparks@kparksconsulting.com

Adiwat Phaenthat
Muang Samutsakhon Thailand
adiwatphaenthat@
knowledgestorm.co.th

Horia Pitariu
Babes-Bolyai University
Cluj-Napoca RO
horia_pitariu@yahoo.com

Ambika Prasad
Urbana IL
ambikapaddy@gmail.com

Steffen Raub
Lausanne Switzerland
steffen.raub@ehl.ch

Anushia Reddy
London United Kingdom
anushiaredd@hotmail.com

Hong Ren
Mikwaukee WI
renh@uwm,edu

Gregory Ruark
U.S. Army Research Institute-FLRU
Platte City MO
gregory.a.ruark@us.army.mil

Julie Schilligo
Express Scripts
O'Fallon MO
julieschilligo@charter.net

Nathan Schneeberger
Towers Perrin
Chicago IL
ns9529@albany.edu

Stacy Schreiber
The Institute of Trial Sciences, Inc.
Dickinson TX
TrialSci@aol.com

Shannon Scielzo
University of Texas at Arlington
Arlington TX
scielzo@uta.edu

Jesse Segers
University of Antwerp
Antwerpen Belgium
jesse.segers@ua.ac.be

Garriy Shteynberg
University of Maryland
Washington DC
gshteynberg@psyc.umd.edu

Jayne Speicher-Bocija
Columbus OH
spykeoh@hotmail.com

Ashley Stanoch
Federal Management Partners
Alexandria VA
stanoch@gmail.com

John Steele
Center for Army Leadership
Leavenworth KS
johnpaulsteele@gmail.com

Meta Steiger Mueller
University of Delaware
Hockessin Germany
meta_k_steiger_mueller@yahoo.com

Jean Stetz-Puchalski
Individual Differences AT Work, LLC
Southport CT
jean@individualdifferences.com

Kelly Strom
Adventist Health System
Lake Mary FL
kelly.strom@ahss.org

Chloe Suen
SML Group
Shatin Hong Kong
chloe.suen@gmail.com

Xiaomin Sun
Beijing Normal University
Cambridge MA
sunxiaomin@bnu.edu.cn

Mary Taylor
Richland WA
macawa@gmail.com

Peter Timmerman
Kenexa
Lincoln NE
peter.timmerman@kenexa.com

Angela Velázquez-Lugo
Ponce Puerto Rico
velangela@yahoo.com

Christian Voirol
Psynergie Int. Inc.
Montreal QC Canada
admin@psynergie.ch

Nathan Whittier
Minnetonka MN
whittier@sksonline.org

Marion Wittchen
University of Muenster
Muenster Germany
mwittchen@uni-muenster.de

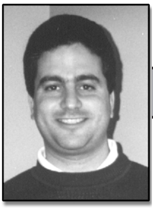
Sang Eun Woo
Purdue University
West Lafayette IN
sewoo@psych.purdue.edu

Adrienne Wynn
Baltimore MD
aageewynn@aol.com

Xian Xu
University of South Florida
Shanghai China
meteor4ever@gmail.com

Rebecca Zusman
Zusman Consulting
New York NY
zusman@zusmanconsulting.com

WELCOME!



CONFERENCES & MEETINGS

David Pollack
Sodexo, Inc.

Please submit additional entries to David Pollack at David.Pollack@Sodexo.com.

2010

Feb. 7–10	Annual Innovations in Testing Conference, Association of Test Publishers. Orlando, FL. Contact: www.innovationsintesting.org.
Feb. 18–21	Annual Conference of the Society of Psychologists in Management (SPIM). Tampa, FL. Contact: www.spim.org. (CE credit offered.)
March 10–13	Annual Conference of the Southeastern Psychological Association. Chattanooga, TN. Contact: SEPA, www.sepaonline.com. (CE credit offered.)
March 12–14	Annual IO/OB Graduate Student Conference. Houston, TX. Contact: www.uh.edu/ioob.
March 17–19	Annual Assessment Centre Study Group Conference. Stellenbosch, South Africa. Contact: www.acsg.co.za.
April 8–10	Annual Conference of the Society for Industrial and Organizational Psychology. Atlanta, GA. Contact: SIOP, www.siop.org. (CE credit offered.)
April 9–13	Annual Conference of the American Society for Public Administration.San Jose, CA. Contact: ASPA, www.aspanet.org.
April 29–May 3	Annual Convention, National Council on Measurement in Education. Denver, CO. Contact: NCME, www.ncme.org.
April 30–May 4	Annual Convention, American Educational Research Association. Denver, CO. Contact: AERA, www.aera.net.
May 16–19	Annual Conference of the American Society for Training and Development. Chicago, IL. Contact: ASTD, www.astd.org.
May 27–30	Annual Convention of the American Psychological Society. Boston, MA. Contact: APS, www.psychologicalscience.org. (CE credit offered.)

June 3–5	Annual Conference of the Canadian Society for Industrial and Organizational Psychology. Winnipeg, Manitoba. Contact: www.psychology.uwo.ca/csiop.
June 27–30	Annual Conference of the Society for Human Resource Management. San Diego, CA. Contact: SHRM, www.shrm.org. (CE credit offered.)
July 11–16	27th International Congress of Applied Psychology. Melbourne, Australia. Contact: www.icap2010.com.
July 18–21	Annual Conference of the International Personnel Assessment Council. Newport Beach, CA. Contact: IPAC, www.ipacweb.org.
July 31–Aug. 5	Annual Convention of the American Statistical Association. Vancouver, British Columbia. Contact: ASA, www.amstat.org. (CE credit offered.)
Aug. 6–10	Annual Meeting of the Academy of Management. Montreal, Quebec. Contact: Academy of Management, www.aomonline.org.
Aug. 12–15	Annual Convention of the American Psychological Association. San Diego, CA. Contact: APA, www.apa.org. (CE credit offered.)
Aug. 21–24	Biennial Conference of the International Society for Justice Research. Banff, Canada. Contact: www.isjr.org/meetings.html.
Sept. 27–Oct. 1	Annual Conference of the Human Factors and Ergonomics Society. San Francisco, CA. Contact: The Human Factors and Ergonomics Society, www.hfes.org. (CE credit offered.)
Sept. 27–Oct. 1	Annual Conference of the International Military Testing Association. Lucerne, Switzerland. Contact: www.internationalmta.org.
Oct. 19–21	2010 International Congress on Assessment Center Methods. Singapore. Contact: www.assessmentcenters.org.
Oct. 22–23	6th Annual SIOP Leading Edge Consortium. Tampa, FL. Contact: SIOP, www.siop.org. (CE credit offered.)
Nov. 8–13	Annual Conference of the American Evaluation Association. San Antonio, TX. Contact: AEA, www.eval.org.

Call for Submissions
23rd Annual Conference of the International Association for Conflict Management

June 24–27, 2010
Boston, Massachusetts

Submission Deadline: February 8, 2010, 5:00 p.m. EST

The International Association for Conflict Management (IACM) was founded to encourage scholars and practitioners to develop and disseminate theory, research, and experience that are useful for understanding and improving conflict management in organizational, societal, family, and international settings.

You are invited to submit a paper, symposium, or workshop for the 2010 meeting of IACM to be held in Boston, Massachusetts. Submissions should present new material, distinct from published works (including those that will appear in print before the conference) and presentations at other conferences. Presentations can be submitted as either full-length papers or extended abstracts. Other formats include symposia, debates, roundtables, and workshops. Submissions should be consistent with one or more of the general content areas listed below. We encourage innovative submissions that highlight dialogues between theory and practice, different cultures, different content areas, and different disciplines (e.g., psychology, economics, political science, computer science, neuroscience).

Program content areas include negotiation, decision processes, communication, conflict in the public sector, culture and conflict, social justice, third party intervention, environmental and public resource conflict, international and intergroup conflict, organizational conflict, and terrorism.

For more details on submission format and procedures, please see the full call for submissions available online at **www.iacm-conflict.org.**

Keynote Speaker: Max Bazerman, Jesse Isidor Straus Professor of Business Administration, Harvard Business School

Program Chair: Jana L. Raver, Queen's University, Queen's School of Business, jraver@business.queensu.ca

Faculty Chair, Local Arrangements Committee: Hannah Riley Bowles, Harvard University, John F. Kennedy School of Government, hannah_bowles@harvard.edu

Conference hotel: Boston Marriott Cambridge in Kendall Square, Cambridge, MA. http://www.marriottcambridge.com

Information/membership: For membership information and updates regarding the association and the conference, please see the IACM Web site: http://www.iacm-conflict.org/.

Call for Papers and Reviewers
Special Issue of *Management Decision* Entitled "Enhancing Decisions"

Submission Deadline: August 1, 2010

The focus of the issue is on ways to help people with managerial responsibilities at work and in their private lives enhance decision-making skills and success. Selection of papers for the issue is based on likely interest to individuals who want to improve their own skills, to faculty members in various disciplines, and even more so to readers who have management development responsibilities.

The publisher of the special edition, Emerald Publishing, is the world's leading publisher of management papers. Its focus on theory-into-practice means that Emerald publishes papers with direct application to the world of work.

Papers can address research or individual viewpoints. They can be technical or conceptual papers, case studies, literature reviews, or general reviews.

All papers will be double-blind reviewed after a preliminary screening by the guest editor.

As a guide, papers should be between 3,000 and 6,000 words in length. A title of not more than 12 words should be provided. Specific instructions for registering and for submitting papers are at the end of this call. **Deadline is August 1, 2010**.

Please submit your paper online after creating an author account at **http://mc.manuscriptcentral.com/md.** Then follow the on-screen guidance that takes you through the submission process. Also, please send a copy to the guest editor, **Erwin Rausch at didacticra@aol.com.** Extensions of the deadline can be requested from him, if needed.

Information of interest to authors is on http://www.emeraldinsight.com/info/journals/md/notes.jsp.

For inquiries, please contact Erwin Rausch at didacticra@aol.com.

Human Resource Management Review
Special Issue Call for Papers
Construct Clarity in Human Resource Management Research

Guest Editors:
Dr. John E. Delery, University of Arkansas, jdelery@walton.uark.edu
Dr. Howard J. Klein, The Ohio State University, klein.12@osu.edu

Background and Rationale for this Special Issue

Clear, concise construct definitions are fundamental for effective theory building and the accumulation of knowledge through research. Without tight conceptual definitions, it is difficult to clearly explicate the nomological network around that construct or prevent unnecessary construct contamination, proliferation, and redundancy. It also becomes difficult to develop or validate sound measures that operationalize those constructs with the appropriate content domain, level of analysis, degree of specificity, and dimensionality without clearly specified construct definitions. The problem of poorly defined constructs is not unique to human resource management (HRM), but it has also not received the attention in HRM that it has in other literatures.

The aim of this special issue is to provide a forum on construct clarity in HRM research. For this issue, authors are invited to submit articles that (a) offer insights into this key aspect of theory building, (b) highlight issues in the literature that stem from ill-defined constructs, and/or (c) propose new, integrative, or refined definitions for key HRM constructs. The editors of this special issue are happy to answer any questions or discuss initial ideas for papers and can be contacted directly at the e-mail addresses above. This call is open and competitive. Papers submitted for this special issue will go through a standard double-blind review process. **The deadline for submitting manuscripts is Monday, January 25, 2010.**

For additional information including illustrative examples of ways manuscripts can contribute to this forum and submission instructions, please visit: **http://fisher.osu.edu/~klein_12/Construct_Clarity_Call_for_papers.doc.**

Announcing the 2009–2010 James C. Johnson Student Paper Competition

The International Personnel Assessment Council (IPAC) is sponsoring its annual James C. Johnson Student Paper Competition in order to recognize the contributions of students in the field of personnel assessment. The winner of the 2009–2010 competition will be invited to present his or her paper at the 2010 IPAC conference to be held in Newport Beach, CA, July 18–21, 2010. The winner will receive up to $600 in conference-related travel expenses, free conference registration, and a 1-year membership in IPAC. In addition, the university department in which the student completed his or her research will be awarded a $500 grant, as well as a plaque commemorating the student's IPAC award achievement.

Submission may be based on any type of student paper including a thesis or dissertation. The deadline for receipt of entries is **March 22, 2010**. Papers should be submitted via e-mail to Dr. Lee Friedman at the e-mail address below. IPAC Student Paper Competition cover sheets should be mailed hard copy directly to Dr. Friedman at the work address below.

NOTE: Students do not need to be a member of IPAC to enter.

For further information or for submission materials, please contact **Dr. Lee Friedman, LMI, 13481 Falcon View Court, Bristow, VA 20136; Phone: (571) 331-1388; e-mail: leefriedman1406@yahoo.com.**

Call for Scholarships at the Erasmus Mundus Program (2010–2012) (Non-European Students)

Take advantage of this opportunity and join the European Master of Work, Organization and Personnel Psychology (WOP-P) (www.erasmus-wop.org).

The European Union is increasing support for students and scholars to take part in joint programs in Europe. For 2010–2011, the EU has a call for scholarships for European and non-European students and non-European scholars aiming to study/teach at the master's in work, organizational, and personnel psychology (WOP-P). Studies can be developed in the following universities: Universitat de València (Spain), Universitat de Barcelona (Spain), Université René Descartes Paris 5 (France), Alma Mater Studiorum-Università di Bologna (Italy), and Universidade de Coimbra (Portugal).

The WOP-P Master is a program currently awarded by the European Commission in the framework of the Erasmus Mundus Program and the only one in its professional and academic area. This cooperation and mobility program has been conceived to support high-quality European master's and promote the visibility and attractiveness of the European higher education. Following its objective to become a reference program around the globe, the new call includes three modalities in its scholarship scheme.

Non-European students: Scholarships are offered to European students who wish to apply for the master in a different country from the one in which they have obtained their degree in psychology.

Call will be open **20 February to 20 April 2010**. Application information available online by **1 February 2010**.

Information for all programs is available at **www.erasmuswop.org.**

SIOP also offers JobNet, an online service. Visit JobNet for current information about available positions and to post your job opening or resumé—https://www.siop.org/JobNet/.

The **DEPARTMENT OF PSYCHOLOGY AT PENN STATE** (http://psych.la.psu.edu/) is recruiting (**RANK OPEN**) for one or more psychologists to contribute to a departmental initiative on "context and culture." We are interested in applicants whose work examines the role of cultural and contextual factors in psychological processes and outcomes, especially candidates whose work will add to research and outreach that involves communities of various cultural and ethnic backgrounds. Successful candidates with expertise in any of several research specializations would join one of the department's graduate training areas (clinical, cognitive, developmental, industrial-organizational, and social), would have rich opportunities for collaboration within the department and across the campus, and could if desired also affiliate with our neuroscience initiative and award-winning graduate specialization in cognitive and affective neuroscience. Possible areas of specialization include but are not limited to the role of culture in translational research, social justice, contextual influences on affect and emotion, diversity in the workforce, multiculturalism and clinical practice, and gender in context. We are particularly interested in candidates who will contribute to existing strengths in the department. Applicants who could also contribute to an overarching department initiative to enhance diversity and our understanding of diversity are particularly encouraged to apply. Candidates are expected to have a record of excellence in research and teaching and a history or promise of external funding. Review of applications will continue until the positions are filled. Candidates should submit a letter of application including concise statements of research and teaching interests, a CV, at least three letters of recommendation, and selected (p)reprints. Electronic submission of these materials is strongly preferred; please send to **PsychApplications@psu.edu, noting Box D in the subject line.** If you cannot submit electronically, mail applications to **Judy Bowman, 124 Moore, Department of Psychology, Penn State, University Park, PA, 16802.** We especially encourage applications from individuals of diverse backgrounds. Penn State is committed to affirmative action, equal opportunity, and the diversity of its workforce.

THE SCHOOL OF SOCIAL SCIENCES (SOSS), SINGAPORE MANAGEMENT UNIVERSITY, invites applications for **TENURE-TRACK** positions in psychology at the **ASSISTANT, ASSOCIATE, OR FULL PROFESSOR RANK** to begin in July 2010. Positions are available in cognitive psychology (with focus on judgment and decision making) and industrial and organizational psychology.

The positions require a doctorate in psychology by the date of appointment. We are seeking candidates with a demonstrated record of, or high potential of, scholarly research commensurate with the rank and a strong ability or aptitude to teach a wide range of undergraduate and postgraduate courses. The SOSS, which has a strong record of attracting the best students in Singapore and the region, is committed to an interdisciplinary and integrated undergraduate curriculum. The ideal candidate will have a strong commitment to excellence in research and teaching at both undergraduate and postgraduate levels (The PhD in psychology program will begin with its first student intake in August 2010). A research interest in Singapore and the Asian region will be an advantage. The teaching load is light compared to many research universities. The research support is excellent, and salary and benefits are highly competitive.

Full evaluation of applications will start 1 December, 2009, and on-campus interviews will typically be conducted in the period from January to March 2010. However, submission of applications is open, and evaluation will continue until the positions are filled. Applicants must submit, in electronic form (Word or PDF file), a detailed curriculum vitae, a description of research interest and philosophy, and a statement of teaching interests and philosophy to the following address: **socialsciencescv@smu.edu.sg**. Applicants should also send hard copies (if not available in electronic form) of selected publications and teaching evaluations. Applicants should arrange for three confidential letters of recommendation to be sent directly to **The Dean's Office, School of Social Sciences, Singapore Management University, 90 Stamford Road, Level 4, Singapore 178903**. Information about the university and the school can be found at www.socsc.smu.edu.sg.

INDUSTRIAL-ORGANIZATIONAL PSYCHOLOGY. The **DEPARTMENT OF PSYCHOLOGY AT THE UNIVERSITY OF TEXAS AT ARLINGTON** is seeking to fill a **TENURE-TRACK ASSISTANT PROFESSOR** faculty position beginning fall 2010. Candidates should complement and strengthen the current areas of the program. In addition to research and graduate supervision (MS and PhD), the successful applicant will be expected to teach graduate and/or undergraduate courses and engage in productive research activities. The department has successfully developed a growing MS program in I-O psychology and now offers a PhD in psychology with an emphasis in I-O psychology. The successful applicant would be expected to assist students and faculty in research, supervise students during internships, and advise students in the I-O psychology program. A PhD in I-O psychology or closely related field (e.g., organizational development, organizational behavior) is required. This is a new position in a growing I-O psychology program within an established yet dynamic department. Opportunities for collaboration with psychology faculty, ,management faculty, and industry abound. The University of Texas at Arlington is centrally located in the Dallas-Fort Worth Metropolitan area. The area provides many opportunities for field research and consultation. Information about the department is available at www.uta.edu/psychology. Send a letter of application, curriculum vitae, representative papers, a statement of goals and interests, and three letters of recommendation to **I-O Psychology Search Committee, Department of Psychology, Box 19528, The University of Texas at Arlington, Arlington, TX 76019.** Application review will begin immediately and continue until the position is filled. This is a security sensitive position, and a criminal background check will be conducted on finalists. The University of Texas at Arlington is an equal opportunity and affirmative action employer.

TENURE TRACK ASSISTANT PROFESSOR: THE DEPARTMENT OF PSYCHOLOGY AT XAVIER UNIVERSITY (OHIO) invites applications for an **ASSISTANT PROFESSOR** in a tenure-track position to begin fall 2010.

Successful candidates will be prepared to teach undergraduate and graduate courses in the scientific basis of psychology (research methods, statistics) and in their area of specialization. Applicants must have a doctoral degree in psychology. Area of specialization is open, but strong preference will be given to applicants with a background in industrial-organizational psychology. Teaching experience and a publication record are necessary as is a strong commitment to working with students. The candidate will serve on thesis/dissertation committees, develop a continuing research program, and participate in department and university service.

Applicants must submit a cover letter describing their teaching philosophy and experience, research interests and accomplishments, a curriculum vitae, any reprints, and three letters of reference (sent directly by the recommenders) to **Christine M. Dacey, PhD ABPP, Chair, Department of Psychology, Xavier University, 3800 Victory Parkway, Cincinnati, Ohio 45207-6511.** Applications should be received by **February 1, 2010**, but the search will continue until the position is filled. Xavier University has a strong commitment to diversity and seeks a broad spectrum of candidates including women and minorities.

Information for Contributors

Please read carefully before sending a submission.

TIP encourages submissions of papers addressing issues related to the practice, science, and/or teaching of industrial and organizational psychology. Preference is given to submissions that have broad appeal to SIOP members and are written to be understood by a diverse range of readers.

Preparation and Submission of Manuscripts, Articles, and News Items

Authors may correspond with the editor via e-mail, at WBecker@SIOP.org. All manuscripts, articles, and news items for publication consideration should be submitted in electronic form (Word compatible) to the editor at the above e-mail address. For manuscripts and articles, the title page must contain a word count (up to 3,000 words) and the mailing address, phone number, and e-mail address of the author to whom communications about the manuscript should be directed. Submissions should be written according to the *Publication Manual of the American Psychological Association*, 5th edition.

All graphics (including color or black and white photos) should be sized close to finish print size, at least 300 dpi resolution, and saved in TIF or EPS formats. Art and/or graphics must be submitted in camera-ready copy as well (for possible scanning).

Included with the submission should be a statement that the material has not been published and is not under consideration for publication elsewhere. It will be assumed that the listed authors have approved the manuscript.

Preparation of News and Reports, IOTAS, SIOP Members in the News, Calls and Announcements, Obituaries

Items for these sections should be succinct and brief. Calls and Announcements (up to 300 words) should include a brief description, contact information, and deadlines. Obituaries (up to 500 words) should include information about the person's involvement with SIOP and I-O psychology. Digital photos are welcome.

Review and Selection

Every submission is reviewed and evaluated by the editor for conformity to the overall guidelines and suitability for *TIP*. In some cases, the editor will ask members of the Editorial Board or Executive Committee to review the submission. Submissions well in advance of issue deadlines are appreciated and necessary for unsolicited manuscripts. However, the editor reserves the right to determine the appropriate issue to publish an accepted submission. All items published in *TIP* are copyrighted by SIOP.

SIOP Officers and Committee Chairs 2009–2010

***President:* Kurt Kraiger**
Kurt.Kraiger@colostate.edu (970) 491-6821
***President-Elect:* Eduardo Salas**
esalas@ist.ucf.edu (407) 882-1325
***Past President:* Gary Latham**
latham@rotman.utoronto.ca (416) 978-4916
***Financial Officer/Secretary*: S. Morton McPhail**
mmcphail@valtera.com (713) 650-6535
Representatives to APA Council:
Edwin Locke
elocke@rhsmith.umd.edu
Debra Major
dmajor@odu.edu (757) 683-4235
David Peterson
david.peterson.phd@gmail.com (612) 845-0397
Howard Weiss
weiss@Psych.Purdue.edu (765) 494-6227
***Conferences & Programs Officer:* Suzanne Tsacoumis**
stsacoumis@humrro.org (703) 706-5660
***Publications Officer:* Scott Highhouse**
shighho@bgnet.bgsu.edu (419) 372-8078
***Communications Officer:* Douglas Reynolds**
doug.reynolds@ddiworld.com (412) 220-2845
***External Relations Officer:* Donald Truxillo**
truxillod@pdx.edu (503) 725-3969
***Membership Services Officer:* Lise Saari**
lise.saari@nyu.edu (203) 524-5684
***Professional Practice Officer:* Cristina Banks**
banks@lamorindaconsultingllc.com (510) 207-7480
***Instructional & Educational Officer:* Jim Outtz**
jlouttz@aol.com (202) 822-3882
***Research & Science Officer:* Tammy Allen**
tallen@luna.cas.usf.edu (813) 974-0484

***Awards:* Anna Erickson**
aerickson@questarweb.com (651) 683-8697
***CE Coordinator:* Jolene Skinner**
jolene_skinner@dell.com (512) 723-4914
***Doctoral Consortium:* Larry Williams**
lwilliams@busnet.bus.vcu.edu (804) 828-7163
***Education and Training:* Marcus Dickson**
marcus.dickson@wayne.edu (313) 577-0753
Michelle (Mikki) Hebl
Hebl@rice.edu (713) 348-2270
***Electronic Communications:* Ted Hayes**
theodore.hayes@opm.gov (202) 606-5516
***Ethnic and Minority Affairs:* Jimmy Davis**
Jimmy.Davis@DDIWorld.com (404) 808-7377
***Fellowship:* Ann Howard**
howard_ann@hotmail.com
***Historian:* Paul Levy**
plevy@uakron.edu (330) 972-8369
***International Affairs:* Alex Alonso**
aalonso@air.org (202) 403-5176
***Institutional Research:* Robert Lewis**
blewis@APTMetrics.com (425) 803-6858
IOP *Journal:* Cynthia McCauley
mccauley@ccl.org (336) 286-4420
***Leading Edge Consortium:* Lois Tetrick**
ltetrick@gmu.edu (703) 993-1372
†*LGBT:* Gene Johnson
gene_johnson@dell.com +44 (0) 1344 372 964
Charlie Law
cll25@psu.edu 570-385-8464
***Membership:* Adrienne Colella**
acolella@tulane.edu (504) 865-5308
***Organizational Frontiers:* Eduardo Salas**
esalas@ist.ucf.edu (407) 882-1325
***Placement and JobNet:* Ryan O'Leary**
ryan.oleary@pdri.com (703) 812-3054
Kevin Smith
kevin.smith@pdri.com (703)-812-5340
***Professional Practice:* Joan Brannick**
joan@brannickhr.com (813) 672-0500
***Professional Practice Series:* Allen Kraut**
allenkraut@aol.com (914) 967-4917
***Program–APA:* David Mayer**
dmmayer@umich.edu (407) 823-3209
***Program–APS:* Deborah Rupp**
derupp@uiuc.edu (217) 390-3048
Deidre Schleicher
deidra@purdue.edu (765) 496-2048
Maria Rotundo
rotundo@rotman.utoronto.ca (416) 946-5060
***Program–SIOP:* Sara Weiner**
Sara.Weiner@Kenexa.com (402) 419-5464
Mariangela Battista
battistam@optonline.net (914) 640-2686
***Publications Board:* Scott Highhouse**
shighho@bgnet.bgsu.edu (419) 372-8078
***Scientific Affairs:* Gerald (Jay) Goodwin**
jay.goodwin@us.army.mil (703) 602-7965
***SIOP Conference:* Julie Olson-Buchanan**
julie_olson@csufresno.edu (559) 278-4952
Lisa Finkelstein
lisaf@niu.edu (815) 753-0439
***State Affairs:* Peter Scontrino**
peter@scontrinopowell.com (425) 785-5694
Greg Gormanous
gg@Lsua.edu (318) 473-6470
***TIP:* Wendy Becker**
wbecker@siop.org (717) 477-1410
***Visibility:* Chris Rotolo**
chris@behavioralinsights.com (914) 299-6298
***Workshops:* Robin Cohen**
robin.cohen2@gmail.com (215) 592-2776

ADMINISTRATIVE OFFICE
SIOP Administrative Office
440 East Poe Road,
Suite 101
Bowling Green OH 43402
(419) 353-0032 Fax (419) 352-2645
Web site: www.siop.org
E-mail: siop@siop.org

SIOP Foundation
440 East Poe Road
Suite 101
Bowling Green, OH 43402
Milton Hakel President

---

†*Ad Hoc Committees*

United States Postal Service

Statement of Ownership, Management, and Circulation
(All Periodicals Publications Except Requester Publications)

1. Publication Title The Industrial Organizational Psychologist TIP	2. Publication Number 0739-1110	3. Filing Date September 22, 2009
4. Issue Frequency Quarterly (January, April, July & October)	5. Number of Issues Published Annually 4	6. Annual Subscription Price $20 Individual $30 Institutional

7. Complete Mailing Address of Known Office of Publication *(Not printer) (Street, city, county, state, and ZIP+4®)*
440 E Poe Road Ste 101
Bowling Green, OH 43402-1355

Contact Person
David Nershi

Telephone (*Include area code*)
419-353-0032

8. Complete Mailing Address of Headquarters or General Business Office of Publisher *(Not printer)*
440 E Poe Rd Ste 101 Bowling Green, OH 43402-1355

9. Full Names and Complete Mailing Addresses of Publisher, Editor, and Managing Editor *(Do not leave blank)*

Publisher *(Name and complete mailing address)*
Society for Industrial and Organizational Psychology, Inc.
440 E Poe Rd Ste 101 Bowling Green, OH 43402-1355

Editor *(Name and complete mailing address)*
Dr. Wendy S. Becker
Shippensburg University 1871 Old Main Dr 313 Grove Hall Shippensburg PA 17257-2299

Managing Editor *(Name and complete mailing address)*
David Nershi SIOP
440 E Poe Rd Ste 101 Bowling Green, OH 43402

10. Owner *(Do not leave blank. If the publication is owned by a corporation, give the name and address of the corporation immediately followed by the names and addresses of all stockholders owning or holding 1 percent or more of the total amount of stock. If not owned by a corporation, give the names and addresses of the individual owners. If owned by a partnership or other unincorporated firm, give its name and address as well as those of each individual owner. If the publication is published by a nonprofit organization, give its name and address.)*

Full Name	**Complete Mailing Address**
Society for Industrial and Organizational Psychology Inc.	440 E Poe Rd Ste 101 Bowling Green, OH 43402-1355

11. Known Bondholders, Mortgagees, and Other Security Holders Owning or Holding 1 Percent or More of Total Amount of Bonds, Mortgages, or Other Securities. If none, check box → ☒ None

12. Tax Status *(For completion by nonprofit organizations authorized to mail at nonprofit rates) (Check one)*
The purpose, function, and nonprofit status of this organization and the exempt status for federal income tax purposes:
☒ Has Not Changed During Preceding 12 Months
☒ Has Changed During Preceding 12 Months *(Publisher must submit explanation of change with this statement)*

13. Publication Title
The Industrial Organizational Psychologist TIP

14. Issue Date for Circulation Data Below
October 2006, January 2007, April 2007, July 2007

Extent and Nature of Circulation			**Average No. Copies Each Issue During Preceding 12 Months**	**No. Copies of Single Issue Published Nearest to Filing Date**
a. Total Number of Copies *(Net press run)*			7,992	8,289
b. Paid Circulation (By Mail and Outside the Mail)	(1)	Mailed Outside-County Paid Subscriptions Stated on PS Form 3541(Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)	6,490	6,897
	(2)	Mailed In-County Paid Subscriptions Stated on PS Form 3541 *(Include paid distribution above nominal rate, advertiser's proof copies, and exchange copies)*	0	0
	(3)	Paid Distribution Outside the Mails Including Sales Through Dealers and Carriers, Street Vendors, Counter Sales, and Other Paid Distribution Outside USPS®	771	797
	(4)	Paid Distribution by Other Classes of Mail Through the USPS (e.g. First-Class Mail®)	0	0
c. Total Paid Distribution *(Sum of 15b (1), (2), (3), and (4))*			7,261	7,694
d. Free or Nominal Rate Distribution *(By Mail and Outside the Mail)*	(1)	Free or Nominal Rate Outside-County Copies included on PS Form 3541	0	0
	(2)	Free or Nominal Rate In-County Copies Included on PS Form 3541	0	0
	(3)	Free or Nominal Rate Copies Mailed at Other Classes Through the USPS (e.g. First-Class Mail)	0	0
	(4)	Free or Nominal Rate Distribution Outside the Mail *(Carriers or other means)*	35	35
e. Total Free or Nominal Rate Distribution *(Sum of 15d (1), (2), (3) and (4))*			35	35
f. Total Distribution *(Sum of 15c and 15e)* ▶			7,296	7,729
g. Copies not Distributed *(See Instructions to Publishers #4 (page #3))* ▶			696	560
h. Total *(Sum of 15f and g)* ▶			7,992	8,829
i. Percent Paid *(15c divided by 15f times 100)* ▶			99%	99%

16. Publication of Statement of Ownership
☒ If the publication is a general publication, publication of this statement is required. Will be printed in the October 2008 issue of this publication.
☐ Publication not required.

17. Signature and Title of Editor, Publisher, Business Manager, or Owner
David A. Nershi, Executive Director
David A. Nershi

Date
September 22, 2009

I certify that all information furnished on this form is true and complete. I understand that anyone who furnishes false or misleading information on this form or who omits material or information requested on the form may be subject to criminal sanctions (including fines and imprisonment) and/or civil sanctions (including civil penalties).

SIOP Advertising Opportunities

The Industrial-Organizational Psychologist (*TIP*) is the official publication of the Society for Industrial and Organizational Psychology, Inc., Division 14 of the American Psychological Association, and an organizational affiliate of the American Psychological Society. *TIP* is distributed four times a year to more than 6,000 Society members. The Society's Annual Conference Program is distributed in the spring to the same group. Members receiving both publications include academicians and professional practitioners in the field. *TIP* is also sent to individual and institutional subscribers. Current circulation is approximately 6,400 copies per issue.

TIP is published four times a year: July, October, January, April. Respective closing dates for advertising are May 1, August 1, November 1, and February 1. *TIP* is a 5-1/2" x 8-1/2" booklet. Position available ads can be published in *TIP* for a charge of $113.00 for less than 200 words or $134.00 for 200–300 words. Please submit ads to be published in *TIP* by e-mail. Positions available and resumés may also be posted on the SIOP Web site in JobNet. For JobNet pricing see the SIOP Web site. For information regarding advertising, contact the **SIOP Administrative Office, graphics@siop.org, (419) 353-0032.**

Display Advertising Rates per Insertion

Size of ad	*One time*	*Four or more*	*Plate sizes: Vertical*		*Horizontal*
Two-page spread	$672	$488			
One page	$399	$294	7-1/4"	x	4-1/4"
Half page	$309	$252	3-1/4"	x	4-1/4"

Premium Position Advertising Rates

Size of ad	*One time*	*Two times*	*Plate sizes: Vertical*		*Horizontal*
Inside 1st page	$715	$510	7-1/4"	x	4-1/4"
Inside 2nd page	$695	$480	7-1/4"	x	4-1/4"
Inside back cover	$695	$480	7-1/4"	x	4-1/4"
Back cover	$740	$535	8-1/2"	x	5-1/2"
Back cover 4-color	$1,420	$1,215	8-1/2"	x	5-1/2"

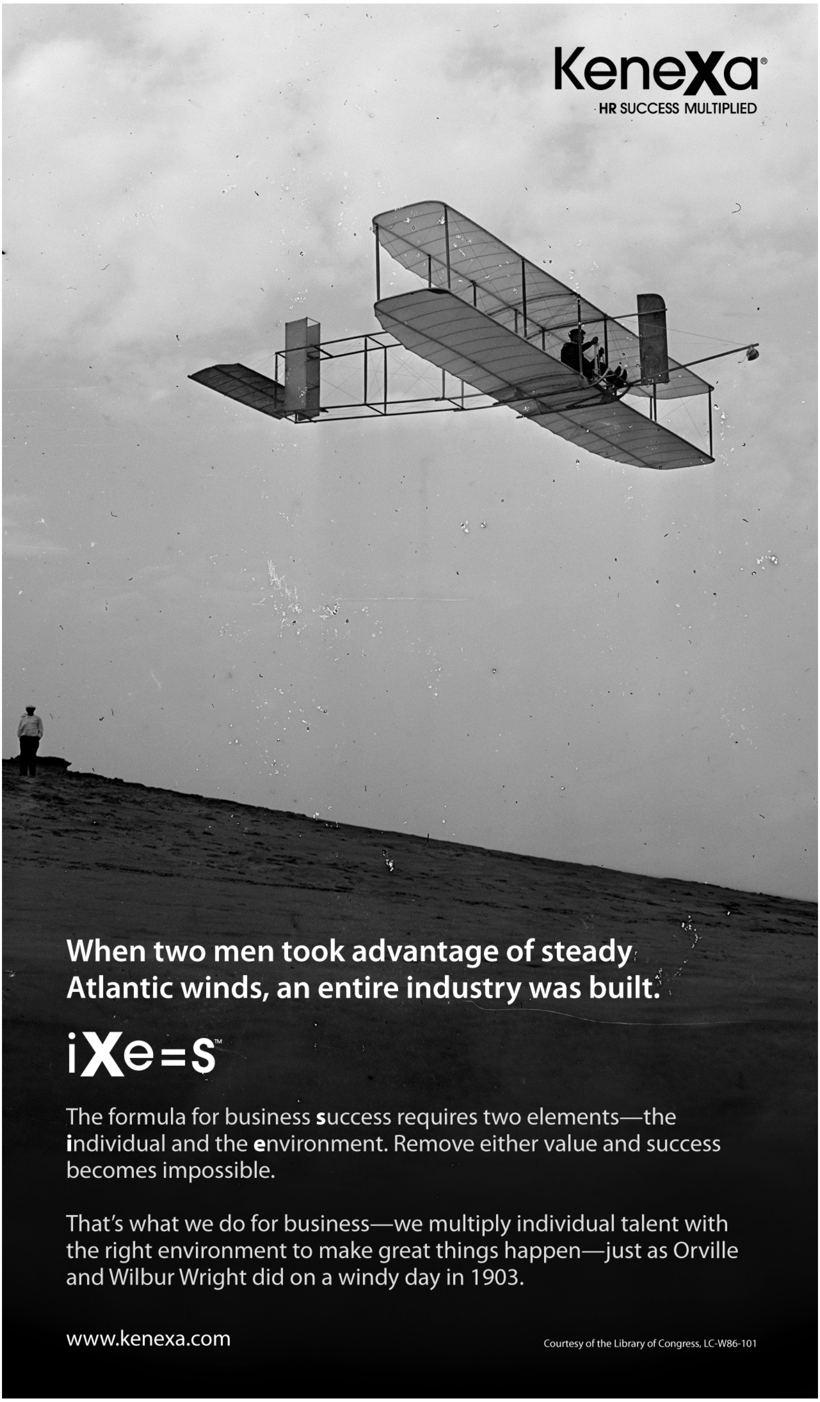
Annual Conference Program

Display ads are due into the SIOP Administrative Office around January 7. The program is published in March. The Conference Program is an 8-1/2" x 11" booklet.

Size of ad	*Price*	*Vertical*		*Horizontal*
Two-page spread	$545			
Full page	$330	9"	x	6-1/2"
Inside front cover	$568	9"	x	6-1/2"
Half page	$275	4-1/4"	x	6-1/2"
Quarter page	$220	4-1/4"	x	3-1/2"
Inside back cover	$560	9"	x	6-1/2"
Back cover	$585	11"	x	8-1/2"
Back cover 4-color	$685	11"	x	8-1/2"

Advertisement Submission Format

Advertising for SIOP's printed publications should be submitted in electronic format. Acceptable formats are Windows EPS, TIF, PDF, Illustrator with fonts outlined, Photoshop, or QuarkXpress files with fonts and graphics provided. You must also provide a laser copy of the file (mailed or faxed) in addition to the electronic file. Call the Administrative Office for more information.



Kenexa®
HR SUCCESS MULTIPLIED

When two men took advantage of steady Atlantic winds, an entire industry was built.

iXe=S™

The formula for business **s**uccess requires two elements—the **i**ndividual and the **e**nvironment. Remove either value and success becomes impossible.

That's what we do for business—we multiply individual talent with the right environment to make great things happen—just as Orville and Wilbur Wright did on a windy day in 1903.

www.kenexa.com

Courtesy of the Library of Congress, LC-W86-101

Evolving organizations
with reliable, validated, and normed
Task Cycle® surveys

The logical choice for I/O consultants.

Since 1972 HR professionals and executive coaches have entrusted the Clark Wilson Group with their 360 feedback needs.

Isn't it time you discovered why?
Call today to learn more about our 12 role-specific surveys and the Task Cycle® methodology behind them.

TASK CYCLE®

CLARK WILSON GROUP®

Daniel J. Booth, Ed.D.
THE BOOTH COMPANY
Boulder, Colorado
800.332.6684
www.boothco.com

Paul M. Connolly, Ph.D.
PERFORMANCE PROGRAMS
Old Saybrook, Connecticut
800.565.4223
www.performanceprograms.com